

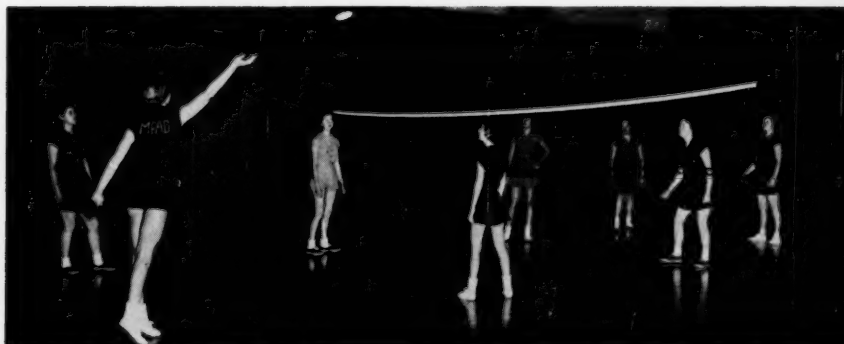
School Activities

The National Extracurricular Magazine

SEPTEMBER, 1958



Featuring Pen Pal Bulletin Board—Monterey High School, Lubbock, Texas



Game of Deck Tennis—Bremer Community High School, Midlothian, Illinois

New and Helpful Ideas for Sponsors and Student Leaders

THE CLEARING HOUSE

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School Activities

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As the Editor Sees It



"To keep them happy and off the roads and ultimately wear them out, many high schools now sponsor all-night dances"—so runs the theme of "an all-night prom" story in a recent national weekly.

This event lasted 32 hours and included such things as progressive dinner, formal dinner, riverboat cruise, short rest period, school breakfast, amusement park, etc. "By nightfall half the students had discovered they were mortal and had gone home to bed. The rest whipped up another dance."

Said one student in evaluating this "prom"—"It gets better and better, as I get more and more numb." Obviously, the last word in this quotation begins with the wrong letter.

For two years we have been trying to get an article on this "all-night prom" idea but apparently no one wants to accept the responsibility for attempting to justify it, despite the fact that "many schools" (above quotation) now sponsor it. Which is probably a pretty good attitude to take.

To us this idea is without rhyme, rhythm, or reason—merely a stunt which neither deserves the newspaper and magazine space it receives nor is so commonly found as these publications indicate it to be.

Agree? Disagree? Let's hear from you. We'll pass your ideas along to others who schedule, or are contemplating the scheduling of, such an event.

Thirty student council workshops, in twenty-three different states, were held during the summer. Pennsylvania and Washington each held two, while Texas held six (six, mind you). How this workshop idea has developed during the past ten years!

BUT—last summer twenty-five states did NOT sponsor such a workshop. So there is still plenty of room for further development.

There will always be a place for student council conferences. However, too often these represent so much general-addressing, sight-seeing, recreating, socializing, and just mere listening that the total time spent seriously on student council business is usually surprisingly small.

The main values of the workshop are: (1) the delegates really WORK; and (2) they work definitely towards the improvement of their own councils back home.

Now is the proper time to survey the students and teachers of your school for potential material for club, home room, P.T.A., luncheon club, assembly, and other school and community programs. Vacation trips, activities, and experiences can be properly capitalized through motion and still pictures, slides, maps and charts, and exhibits as well as through oral and printed descriptions. Don't overlook this rich field of interesting and educative possibilities.

The beginning of the school year (or term, for that matter) necessitates planning in each activity for the coming year. An essential part of this planning is a study of the evaluations made at the close of last year—if you made such evaluations, as we hope you did. This study will particularize last year's strong and weak points and the reasons therefor and intelligent planning will provide for maintaining the former and strengthening the latter.

The above emphasizes again the absolute necessity for continuous evaluation of each activity—its purposes, organization, and projects. Without such evaluation there will never be conscious and deserved improvement in any activity.

This also holds true for the entire schedule of activities because in any school schedule there are some activities which are strong and some which are weak. Some are overemphasized, some are underemphasized; some have little reason for existence except tradition, some are based upon more justifiable goals. To repeat, without such evaluation there will never be conscious and deserved improvement in the entire schedule of activities.

We match our hope for a profitable last summer with our hope for a profitable coming year.

And remember, we are always looking for articles relating to your extracurricular ideas, goals, experiences, and activities.

"What system of education would best serve the interests of the people of the United States?" British, French, and Russian systems will be considered.

"Is the British System of Education Preferable to That of the United States?"

WITH THE SUCCESSFUL LAUNCHING of Sputnik late in 1957 by the Russians the schools of the United States have been subjected to the most severe type of criticism. Critics of American education have claimed that we are not providing the type of education that is needed to maintain our position of leadership in a world that is living through the period of the "Cold War."

Many present-day critics have been vocal in their attacks upon our schools for a long time and now they are receiving a receptive audience. Other critics are just beginning to make their voices heard. A survey of articles in magazines and newspapers will cause even the most casual observer to realize that there is a definite move in this country to reevaluate our schools, and if possible to find a solution to our educational problems.

The importance of the debate question that has been selected for the high schools of the United States for the coming year should not be underestimated by either debaters or the general public. The people are beginning to ask questions and they will demand straight answers.

People will not be pacified by generalities which point out that since we educate a larger

HAROLD E. GIBSON
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Normal, Illinois

percentage of our youth of school and college age than any other country in the world that it follows naturally that we have the best system of education in the world. The people have now reached the point where they will demand answers that are meaningful.

During the present debate season high school debaters will be discussing: "What System of Education Would Best Serve the Interests of the People of the United States?" During the first semester debaters will discuss different proposed answers to the general topic mentioned above.

Early in January, 1959, the specific debate topic to be debated during the remainder of the school year will be selected. This article will deal with only one of the possible final selections regarding what system of education would be best for the United States. The exact question that will be discussed in this article deals with the British system of education.

Although we cannot predict just what the final debate question will be, we do know that it will be one of the following three topics:

RESOLVED: That the British System of Education Is Preferable to that of the United States.

RESOLVED: That the French System of Education Is Preferable to that of the United States.

RESOLVED: That the Russian System of Education Is Preferable to that of the United States.

Since we know the three topics from which the final selection will be made, we will present three articles in *SCHOOL ACTIVITIES* magazine pointing out the strengths and weaknesses of each topic. This article will deal with the proposal which states that the British system of education is preferable to that of the United States.

In order to give debaters an idea of the possi-

Our Cover

The upper picture shows a bulletin board display and exhibit at Monterey High School, Lubbock, Texas. It is one of several that came out of a pen pal exchange of letters and souvenirs. It is only part of a very popular and quite extensive project promoted by the students. This school, like many others, features many various activities. See article on page 13.

The lower picture shows a game of Deck Tennis in progress at the Bremen Community High School, Midlothian, Illinois. It is part of the intramural program promoted by the Girls' Athletic Association, which is very active in this school, promoting some ten or twelve sports, tournaments, workshops, camps, banquets, dances, playdays, etc. Barbara Brown, G.A.A. treasurer, has an article in the May, 1958, issue of *SCHOOL ACTIVITIES*.

bilities of this particular debate question, we will include definitions of the terms of this topic.

"THE BRITISH SYSTEM OF EDUCATION": By this term we mean the total system of education now used in England, Wales, Scotland, and Northern Ireland. Since it would take a great amount of time to explain the many special features of British education at this point, we will give a picture of these features later in this article.

There are certain special educational features, however, that must be considered as being essential to the British system of education when we are discussing this debate topic. These essential features are:

1. Although local school authorities in Britain maintain school buildings and employ teachers, the national government maintains a great measure of control over education through financial grants and through the development of educational policy by the national Ministry of Education. We do not have this type of national control of education in the United States.

2. British education is free and compulsory from ages five through 18, but in the later three years efforts are made by school authorities to direct students toward certain courses and types of training through the use of examinations and aptitude tests. In a large percentage of cases education stops at about 18. In the United States a much larger percentage of students go on to take courses that they themselves have selected in our colleges and universities.

3. A rather small and educationally select group go on to take work in universities. Great Britain has a much smaller percentage of persons of college age actually attending college than is the case in the United States. Some authorities claim that the quality of work done in British universities is superior to that done in this country.

4. At the age of about 11 each British child is given an examination in arithmetic and English. His future education is based upon the results of this test given at this early age. Thousands of British children have the doors of British universities closed to them forever when they fail to qualify for higher education on this test.

The four points given above explain the major differences between education in Britain and in the United States. The debater will find many additional differences of a minor nature in the two systems, but the actual debate will hinge on the four points just mentioned.

When we discuss British education in this

debate it must be clear that we are discussing their system at all levels of education. The affirmative will not be able to establish their contentions if they pick out one or two points in the British system and prove that the British are superior on these points. They must defend the entire system of education of Britain as being preferable to that of the United States.

"IS PREFERABLE": This term means that the British system of education has superior dignity or worth and if this can be established by the affirmative it is logical to assume that in this debate the affirmative will follow the establishment of this contention with the argument that the British system of education would be better for the United States than the system we have now.

"TO THAT OF THE UNITED STATES": When we debate this topic we enter into an argument of the relative merits of the systems of education in Britain and in the United States. Affirmative debaters are not forced to argue that the British system of education is the best in the world or that it is the best system that can be devised. They are debating that the British system is preferable to that of the United States.

Although the question does not state specifically that the United States should adopt the British system of education to replace ours it is logical to assume that most affirmative teams will propose that we do adopt the British system of education in this country. The affirmative will probably make an active proposal and show how the adoption of the British system would improve our education in this country.

WHAT IS THE BRITISH SYSTEM OF EDUCATION?

Instead of spending our time in discussions of the best way to discuss this debate question in the actual contest we feel that we should first give a background of the way British education actually operates. Of the three systems of education under discussion, namely the British, French, and Russian, the system found in Britain is by far the most similar to that of the United States.

In many respects the two systems seem to be almost alike. Not only are the school systems similar in so many respects, but the two countries have common traditions, language, and customs. The many points of similarity in the two educational systems may make this question confusing to some debaters.

There was really little elementary education for the mass of the British people before 1800.

Schools of religious and charitable organizations attempted to do something toward providing education, but it was the Industrial Revolution that focused the attention of the people upon the need for education.

By 1900 elementary education was available to everybody and free and compulsory elementary education was the general rule. Although England has had very famous secondary schools dating from the time of Alfred the Great, these schools did nothing except prepare a very few educationally elite for universities.

They did not reach the large proportion of youth as they are reached by American high schools. In the late nineteenth century many additional secondary schools were founded, but again secondary education did not become as universal as is the case in this country.

There are now 14 degree-granting universities in England and Wales, four in Scotland, and one in Northern Ireland. This is a small number when compared to the 1,861 universities, colleges, and junior colleges in the United States. We will discuss admittance policies of British universities later.

The central authority for British education is the Ministry of Education. The Ministry has effective power to assure the development of a national policy for education, but it does not provide, maintain, or control any kind of school, does not employ any teachers, and does not erect school buildings.

The powers of the Ministry are confined to inspecting and reporting upon the efficiency of schools and to seeing that they meet minimum standards. It serves as an expert adviser in matters of educational theory and prepares pamphlets on general and particular aspects of school practice.

The Ministry does have control of the allotting of the funds provided by Parliament for education, and it follows the policy of allotting these funds according to the needs of Local Education Authorities, using this power to attempt to equalize educational opportunities in all sections of the country.

The actual operation of British elementary and secondary schools (except those operated by charitable and religious bodies) is entrusted to 146 Local Education Authorities. These bodies are locally elected in much the same way as our American school boards.

The Local Education Authorities must maintain schools that meet minimum standards es-

tablished by the Ministry of Education, but aside from this type of control they are relatively free to operate their schools as they wish. The Local School Authority can employ teachers, but the pay of all teachers is set by a national salary schedule.

FINANCE OF EDUCATION—The cost of British schools comes partially from grants by Parliament; and partially from local taxes. Money from Parliament is allotted to each Local School Authority on the principle that the most help must go where it is most needed, that is to the poorer authorities.

PRIMARY EDUCATION—Primary education includes the needs of all children from the age of five to 11. Nursery schools are provided for some children under the age of five. Infant schools are for children from five to seven years of age, and junior schools are for children from seven to 10½ or 11 years of age.

SECONDARY EDUCATION—Local School Authorities are required to make certain that secondary schools are available in their areas to provide "sufficient in number, character, and equipment to afford for all pupils opportunities of education offering such variety of instruction and training as may be desirable, in view of their different ages, abilities, and aptitudes, and of the different periods for which they may be expected to remain in school." There are three types of secondary schools described as follows:

1. **SECONDARY GRAMMAR**—The work provided by these schools is mainly college preparatory and academic training for boys and girls who will go to universities and enter the professions. About 500,000 students attend these schools.

2. **SECONDARY MODERN**—These are generalized types of schools of a post-primary nature for boys and girls for whom the academic and strictly technical training is too narrow. This has the largest attendance with about 1,127,000 students. The graduates of these schools do not go on to college or university.

3. **SECONDARY TECHNICAL**—These schools bear a relationship to the industry and commerce of the neighborhood, but they are not intended to be narrowly vocational in their training. About 73,000 pupils attend this type of secondary school.

RELIGIOUS EDUCATION—By the Education Act of 1944 religious education is allowed in the schools of Britain. Religious instruction

is given to each child attending school on a daily basis unless the parents exercise the Conscience Clause and have them excused.

A syllabus is prepared by leaders of the important religious groups of the area, but instruction cannot be on a denominational basis. No teacher can be forced to teach religion if an objection is made to performing this service.

EXAMINATION AT AGE 11—The examination given at age 11 to determine the future educational plans of each child is an important part of British Education. The examination is primarily over arithmetic and English and as a result of this test each child is directed to one of three types of secondary schools mentioned above.

The period of this examination is one of great emotional stress for both parents and children. Those who pass the test go on to the Secondary Grammar School. The others go to the other two types of secondary schools and they have no chance to go on to a university.

THE BRITISH UNIVERSITY—The top of the British system of education is the university. As can be seen from the figures given before only about 500,000 secondary students are preparing for admission to the university. Only a small number of these students will actually get into the universities. In the United States we have over three million college students.

We have 3.3 times as large a population as Great Britain so we can make some comparisons with the number of college students there and here. If we multiply their 85,000 university students by 3.3 we find that on a comparative basis if we were to adopt the British system of education we would have only 270,000 college students instead of the present three million.

AFFIRMATIVE ARGUMENTS

In this section we will give three of the more important arguments that have been presented in favor of adopting the British system of education in the United States. The arguments will be italicized and a discussion will follow immediately.

The present-day system of education in the United States fails to prepare students for the more rigid work of our colleges and universities where they should be training for the future leadership of our country.

Evidences of the lack of preparation in the fundamental skills have been pointed out by M. H. Trytten, writing in the *Saturday Review*. Mr.

Trytten points out that, "A sampling survey covering over 200 colleges recently showed that over 400 freshmen on the average in each college were found to take sub-college courses to overcome deficiencies in mathematics."

The deficiencies in the preparation of college freshmen have also been mentioned by Dr. Grayson Kirk, President of Columbia University. Dr. Kirk says, "The high school graduate, they say, is not properly prepared to undertake study at the college level. He has not even mastered his one means of communication, the English language.

"The high school graduate spells poorly; his writing is ungrammatical; and he has not even learned to read with speed and precision. His study habits are atrocious. He has only the most fragmentary knowledge of the subjects he is supposed to have studied.

"In short, the high school graduate has not been given much coordination and meaningful information. He has not been trained to think. The result is that the college must try to remedy these defects by providing certain types of instruction that are not really at the college level."

It appears as if there is enough evidence to establish the fact rather clearly that we are failing in many of our American high schools and in some of our elementary schools to give our students the fundamentals that they need in reading, writing, and simple arithmetic that will help them when they enter their future college study.

One of the great criticisms that is being made of American education today is that we are failing to give our students enough science and mathematics to prepare them to live in a world dominated by the "Cold War."

Most of the studies that we find today indicate that the teaching of mathematics and science is woefully lacking in most of our high schools. Louis L. Strauss, ex-Chairman of the Atomic Energy Commission, has this to say about our teaching of science: "I can learn of no public high school in our country where a student obtains a thorough preparation in science and mathematics (as in Russia), even if he seeks it—even if he should be a potential Einstein, Edison, Fermi, or Bell."

Former Senator William Benton of Connecticut goes on to say that in 1955, out of a total of almost 28,000 high schools in the United States, we produced only 125 new persons prepared to teach physics. We wonder how we can expect to excel in science when we are providing only

this small number of teachers for this very essential field of physics.

Dr. Samuel K. Allison, Director of the Enrico Fermi Institute of Nuclear Studies of the University of Chicago, charges that three-fourths of the high school graduates in America have never had an opportunity to hear what physics is like when taught by a professional, full-time, university-trained physics professor. How many potential Einsteins go by default because of a lack of any contact with the subject in which they are most interested?

Many reports that we have on the decline of teaching of mathematics and science in the various high schools of this country lead people to think that there is a need for a revision of our system of education and, that in all possibility, the elite system of education of Britain should be given careful consideration.

Another failure of the American public school is our almost complete neglect of the teaching of foreign languages to our students who must live in a world where it is essential that we carry on communication with the people of many other nations.

Evidence of our failure in the teaching of foreign languages is found in a recent news dispatch from Indonesia: "Recently a Russian plane landed in Indonesia and out stepped 80 replacements for the Russian Embassy. To a man—including the janitor—they were able to speak the native tongue fluently. Nearby, in the American Embassy, the 225-man staff could boast of only three interpreters."

The United States sent a 600-man group of construction workers to Vietnam, but not one of them could speak the language. The cold facts indicate that we are not even making an attempt to teach foreign languages as should be the case in the American public high schools and colleges.

NEGATIVE ARGUMENTS

It must be remembered that even though the arguments that have been presented in favor of adopting the British system of education in this country may appear to be convincing, there are certain arguments against this proposal that are also very potent. Some negative arguments will be given below.

Although there are many parts of the British system of education that might be acceptable to the people of the United States, the idea of elite education, as opposed to the mass education sys-

tem of the United States on the secondary and higher education levels, would be completely repugnant to the American people.

In the United States we like to feel that almost every child has a chance to go on to college if he is willing to put forth the effort to do so. In England probably no more than one British school boy out of nearly forty can attain the opportunity to attend a university, and the proportion of the British population who complete the work for a university degree is fabulously small by American standards. Perhaps not more than 1½ or 2 per cent of the British youth get a chance to complete their university work.

Perhaps a few figures could give a clearer picture of the limited opportunities for college and university education in England. Today Britain has only about 85,000 university students. In spite of the large increase in birth rate that they have enjoyed since the end of World War II, they are making no plans to enlarge the capacities of their universities.

Today the United States has a little over 3 million college students and estimates indicate that we will have close to 6 million by 1975. Now let us make a comparison with Britain on a percentage basis. The United States has a population of 180 million, or 3.3 times that of Great Britain.

We multiply their 85,000 college students of today by 3.3 and we find that, should we adopt the British system of higher education in this country, we would have only 270,000 university students. As has been pointed out before, under this system we would not be making any plans to increase this number.

The question which must be answered by those people who are in favor of adopting the British system of education in this country is, "What should we do with the eleven out of twelve of our present-day college students who would have to be eliminated from higher education if we were to adopt the British system?"

In spite of all the criticisms that we are having of American education today, we find that it is still the envy of our whole world. Even those European countries whose systems have been pointed out as models that the United States should follow are envious of the education work being done in this country.

Dr. Byron S. Hollinshead, former President of Coe College and for the last five years Director of the Technical Assistance Department of

UNESCO, has made a stirring defense of the American system of education. He admits that we want to improve our system if it can be done, but in the next breath he points out that the adoption of the European system or the system of Britain is not the answer to our problem.

After five years of work and study in Europe, Dr. Hollinshead was amazed to find the amount of criticism regarding American education. While there, he talked with many educators and he found that the Europeans were of the opinion that American education was always several steps ahead of them. They wanted to know how we did it. These Europeans pointed out that in science we had better equipment and techniques than they were able to develop; that our society was not stratified; and that we tried to give educational opportunities to suit the individual instead of making education the servant of the government.

These people pointed out that in problems of citizenship Americans have been trained to make more sacrifices for the common good than is the case in Europe. In fact, almost everywhere he went in Europe he found that American education is the envy of the European people.

The reputation that American education holds throughout the world can also be pointed out by the number of students of higher education who come to this country to complete their college and university courses. In 1956-1957, 40,666 foreign students from 136 foreign cities were studying in our universities.

More than half of these foreign students were paying all of the cost of their education here. On the other hand, we have less than 10,000 American students who have gone to foreign universities for study.

It appears as if, throughout the world, American higher education has much greater respect than the higher education systems of the European countries that are now being pointed out to us as models that we should follow.

The idea of requiring every school child to take an examination at age eleven which will completely determine his future educational plans is repugnant to the American citizen.

The examination given to each English child at age eleven for the purpose of determining his future educational plans is, of course, an integral part of the British system.

This examination has been designed to select

those people who should be given positions of leadership, but it is given at such an early age that many of those children who are late in their educational development are denied forever the right to go on to an academic secondary school and after that to go on to complete their work in a university.

It is so much in direct opposition to the idea of mass education that we have here in America that it is almost impossible to think that the American people would ever accept it.

English people at this very moment are reacting against the eleven-year examinations. It has been predicted that, if the labor government wins the next election in England, one of the first things they will do is to eliminate the eleven-year examinations because it is not democratic and it tends to keep the social structure of England as it is.

Parents are objecting to the examinations because of the great mental and emotional strain that it places not only upon the eleven-year-old child, but also upon the parents—since failure to pass this examination eliminates forever the chance to go on to a university.

Ode To The Study Hall

M. A. HORNE
Brethren High School
Paramount, California

Oh, for a Study Hall to be used for study!

As 'tis, there's debate, notes passed and read,
Points argued, pro and con, opinions said,

Dates promised, recounted, and broken off,
While listeners cheer, or merely scoff—

Boys use Study Hall to plot against work,
Girls, to plan hairdos long gone berserk,

Games are rehashed, or new ones played;
Nails are done, sox adjusted, faces made.

Now and then, someone does a conjugation,
But this mostly to the teacher, an aggravation,

Some under pressure, do a problem or two,
While others gaze on styles startlingly new!

Oh, for a Study Hall where kids come just
for Study.

Facilities should be made available in the schools to provide opportunity for developing the students in the many phases of life, for present and future.

Teaching Democracy Through Activities

IT IS QUITE APPARENT TO THE READER that the launching of Sputnik also launched a wave of hysteria among many leaders of education. Without making a serious inventory of the many fine things they were accomplishing in their respective schools, many administrators began casting their eyes about the school trying to locate nonessentials.

Under their scrutiny, among others, came the activities program which many promptly labeled as being nonessential, a fad, or a frill which must be eliminated or severely curtailed. In many schools the elimination or curtailment of activities has begun. The writer feels that when the hysteria created by Sputnik has passed, good common sense will again prevail and educators will again see the importance of activities.

Most educators pride themselves on the fact that education is considered to be the first line of defense and the preserving of democracy in our country. It is also recognized that the seeds of democracy are to be taught and planted in the hearts of our young people by the schools of America. There is, however, more to just teaching and planting the seeds of democracy.

Democracy is not a form of government as many people are inclined to believe. Democracy is a way of life. It is a way of life where each person is treated and respected as an individual. Where every individual has an equal opportunity to show what he can do and develop his talent. When a person is not handicapped because of his religion, nationality, race, or creed. Where a person's opinion is respectfully heard and given the same consideration as the next.

People can by word of mouth support or preach the principles of democracy; but it's their actions, practices, and behavior which give meaning to democracy.

Certainly the actions and behavior of many American travelers abroad cause some foreign nations to look with skepticism on American democracy. All too frequently many travelers show contempt, disrespect, or disregard for the traditions, customs, and way of life of the coun-

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try in which they are traveling. Thus they give no meaning to democracy in its purest sense.

Let's examine the teaching of democracy in the American schools. Usually it is consigned to be taught in the history and government classes. Is it, however, really taught in the sense we believe? Actually what we are frequently doing is teaching the facts about democracy and the democratic way of life. These facts, however, have no meaning until they are translated into actions or lived by the students both in and outside of the classroom.

The classroom usually is a controlled situation where the teacher defines what is to occur in the classroom. In most classrooms, the activity is teacher-pupil recitation. There is not too much freedom of action. Students act and behave in accordance with certain rules of discipline established by the school and classroom teacher.

But what is the conduct and behavior of the students when the teacher is out of the room or the student is outside of the school's jurisdiction? Are the democratic principles taught in class practiced outside of the classroom? This is the true test of democracy in action and the effectiveness of the school's teaching.

Thus it appears that the school must provide the opportunity or climate for the students to learn and practice democracy in its essence. One means by which this can be accomplished is through the activities program, as the following examples will reveal.

On most high school athletic teams, one will find collected together boys representing different races, creeds, and nationalities. They respect each other for the ability or skill they possess. They pal around together sharing their hopes, feelings, worries, and problems and helping each other when in trouble.

They don't care who scores the points or to

what church he belongs. They will help an opponent to his feet and fraternize with him after the contest. This latter fact was most evident during the wars in which our country engaged. The American soldiers usually showed compassion on the captured and wounded enemy.

Attend a high school spring concert and you will see democracy in action. You might also discover it as the writer found it at a concert he attended. There were four soloists. One was the son of a laborer, another was the daughter of a policeman, another a son of a mill owner, and a girl, the daughter of a physician.

They were selected because of their ability and were given the opportunity to display their talent regardless of family position, nationality, or creed. As the soloists performed, one could see the admiration, pride, and approval in the eyes of the rest of the performers toward the soloists.

Make a visit to a Tri-Hi-Y club in any high school. Here you will see a cross section of students from different homes of various levels. At the meeting, you will hear many opinions expressed which are given careful consideration. You will hear service projects being formulated that are to be rendered to the school, the local hospital or to some family in the community.

It is in such clubs that you will see members working together for a common cause. Here the officers are elected on the basis of their capability, sincerity, leadership, and other qualities. Here you will see girls mingling and working together with no thought of the other person's creed or nationality.

Sit in on a science club meeting and you will see the members working with each other, admiring the abilities of the "brain" who may be from across the tracks or some humble family. You will hear serious arguments and discussions with each listening respectfully to each other's opinions or theories. Here you will see that a student is accepted for what he is and also discover that nature does not distribute ability according to family prestige or standing.

Assembly programs provide an excellent opportunity for students to practice democracy in their attitude, behavior, and treatment of the performer. Here, also, you will see students being given the opportunity to show what they can do. You will see students accepted for what they are and what they do.

Activities provide an atmosphere of freedom for students to express themselves, to learn to cooperate, to share, to work together, to display their talents, to discipline themselves, to learn respect for the rights of others, to work toward a common goal, to associate with each other, and to discover they are no different from the other person.

Surely no one can dispute the fact that these practices are real democratic principles that give meaning to democracy both in and out of school. The formal classroom can't provide the atmosphere that the clubs and other activities can provide because the nature of the work is different and thus necessitates a different approach.

Activities definitely have a place in every school program and do furnish the training grounds for the practicing of real democracy which does have a carry-over value. The writer can truthfully testify that as a student in high school he learned many lessons in democracy while participating in athletics and other club activities.

School administrators should carefully weigh the benefits of the activities program in the school before deciding to curtail and eliminate them completely. There are many benefits that can be gained from the activities program. If, however, the program is only supported halfheartedly and the enthusiasm of the sponsor is lacking, then naturally the activities program will suffer.

It is likewise true that class subjects will also be dull under the same atmosphere in which activities must often function. Surely most readers will agree with the last statements. Do activities provide training for the democratic way of life? The facts point to a most decidedly affirmative answer.



*Campus activities offer opportunity for variance in interest and participation
—promote balance and enrichment in the facilities available to students.*

College Honor Fraternities as Extracurricular Activities

LEAST KNOWN OF EXTRACURRICULAR ACTIVITIES ON THE COLLEGE CAMPUS are the honor fraternities. This is probably because they are so highly selective and appeal only to a limited group of students. They do not get much publicity, and make the school newspaper only rarely.

But, the honor fraternities should not be overlooked! They are an integral part of the school program, and often bridge the gap between the extracurricular and curricular. They set up standards for students to strive for and have the effect of promoting better academic work. Finally, they give the students who meet the given standards a sense of having achieved something important and worth-while and getting recognition for such achievement.

Many kinds of honor fraternities exist, both national and local. The nationals have the greatest appeal at school, however. Students feel that having membership, they are sharing interests in common with hundreds or thousands of students at other schools.

It may be an interest in history, English, journalism, mathematics, or science. But, whatever the subject is, it is something which many other college students share an interest in around the country.

Honor fraternities are extracurricular, even though membership may be based upon academic achievement. Take Phi Alpha Theta, for instance. Phi Alpha Theta is an honor fraternity in the field of history, which has grown rapidly in recent years. It was founded in 1921 with its first chapter at the University of Arkansas. It now has chapters all around the country, at large and small universities and various sized colleges.

Local chapters can conduct their own affairs as they choose within the framework of the constitution of the fraternity. They can hold meetings, conduct business, and have initiations. They can have papers read before the group, discuss historical problems, and visit historical sites.

Membership is based strictly upon interest in

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and achievement in the study of history. A prospective member must meet the requirements set down by the national organization before he can be accepted and initiated into the group. He must have accumulated at least twelve semester hours in history with an average grade of "B" or better for his work. Besides, he must have at least a "B" average in two-thirds of his other courses.

Thus, the fraternity wants people who are not only interested in history, but who also show a definite aptitude for studying it, and show an aptitude for academic work in general. Phi Alpha Theta publishes a quarterly magazine which chronicles the work of the organization and publishes important papers which have been researched and written by historians.

Sigma Tau Delta is a similar type of fraternity, but in the English field. Local chapters are organized at colleges throughout the country, but these follow leadership at the national level.

Membership is achieved by a student having taken at least an English minor in college courses, with "B" average grades, and submitting two papers to be read to the local group. One of these papers must meet with the approval of the group. It may be a short story, an article, an expository piece, or a poem.

Sigma Tau Delta has various degrees of membership, and it is possible to remain actively interested in the group even after graduation from college.

Other honor fraternities do not place as much emphasis upon the academic. For instance, a debating fraternity requires successful participation in a given number of tournaments in order to qualify for membership. A journalism fraternity requires that a person attain the editorship of the school newspaper, literary magazine, or year-book, and serve in this capacity for a year. As a substitute, in the latter case, the committee making the selections may choose someone who

has not achieved such an editorship, but who has done outstanding work with publications.

(The mathematics and science honor fraternities work in much the same way as the history and English fraternities.)

Thus, membership could be achieved in the history and English fraternities no earlier than the junior year, if a normal program is pursued. This is true of the journalism fraternity, also, although most people will become members during their senior year. In the debate fraternity, membership could be achieved as early as the freshman year, but it is more likely to be achieved during the sophomore and junior years.

How does a school go about getting honor fraternities on the campus? If students are satisfied with a local group, they can find a faculty member who is interested in helping them organize. (It could work the other way around, too. The faculty member might initiate the interest.)

A meeting could be held to determine what the purpose of the group is. Then, arrangements could be made for organizing, drawing up a constitution, and determining how membership can be attained. A name, made up of Greek letters, can be selected and regular meetings held.

This group would be entirely autonomous.

Affiliating with a national group is more difficult and will take more time. Those at school who are interested in joining this national group must obtain a faculty member who will petition for membership. This petition will go to the national officers of the organization who will want to investigate the school to determine whether it meets the standards which have been set up.

For instance, if the desire is to secure a history fraternity at the school, it must be ascertained whether or not the school offers the quantity and quality of history courses which are demanded by the group. Secondly, it should be determined whether or not the school meets the accrediting standards which have been set up by this group. National fraternities are particular about whom they admit, for they want membership to continue to carry prestige.

After the officers of the fraternity determine the standing of the school and the school's program, they will submit the application for a charter to the other chapters around the country. Each chapter will vote separately upon the chartering of a new one. Then, arrangements can be made for holding the chartering ceremonies, with

regional or national officers presiding at the initiation.

This procedure may be rather complex and time consuming. But if the school group has determined that its school and program meet the standards of the national fraternity, it should go ahead and petition. Chartering may take place quicker than the members think!

Perhaps the best way of going about organizing an honor fraternity is to get together locally first. In this way, the students will have the benefit of participating in their interest groups while at the same time getting ready to affiliate with the national group.

For any group which is considering joining a national fraternity, a must is information about how the fraternity is organized and how chartering is done. The national fraternity will, no doubt, have prepared, in printed form, material which explains all of this. All groups will have different requirements, so that the faculty member had better examine this printed material closely to determine what his college's chances are for getting a chapter.

Once the school has joined the national group, the chapter should take an active interest in national affairs. Representatives ought to be sent to take part in annual meetings or get-togethers.

Turning to the individual now—the individual who is considering joining an honor fraternity. Certain matters must be thought out carefully by him. First, is he really interested enough in the subject to benefit by membership? Second, can he afford the membership costs—the initial costs which go for membership certificates, pins, initiation, etc.—and the regularly yearly membership fee. Third, will this be the kind of extracurricular activity which will give him satisfaction?

Flashy pins or high-sounding citations on certificates should not be the sole determination of whether or not a student should join a group if he is eligible.

Standards must be rigidly enforced. Membership must mean what it is supposed to mean. However, in a case where membership in a group is a reward for participation or service, standards may be somewhat flexible, although still high.

For instance, recognizing that everyone who is interested in journalism as an extracurricular activity cannot achieve an editorship (there may be only two or three of these available each year), the committee making nominations may

choose people who have done outstanding work on school publications during their stay at the school and have shown some advancement along the way.

Groups, such as this, where membership is possible only at the end of the junior year at the earliest, need a certain amount of flexibility in their standards.

Honor fraternities which base membership strictly upon academic achievement and which do not hold meetings as an extracurricular activity have not been considered here. These fraternities, too, can be local or national (like Phi Beta Kappa), but they really have no standing as extracurricular groups.

For anyone who is interested in honor fraternities which are organized in the United States,

a copy of *Baird's Manual of American College Fraternities*¹ can be obtained. They are listed in here, and classified. In here also, is a listing of the honor fraternities which have been chartered at the various colleges in the United States.

Honor fraternities make up an important part of the extracurricular program. That they are so little known and publicized at the school has left them obscure. But the possibilities which they hold in expanding the school extracurricular program should not be ignored or overlooked. The organization of several on campus may be just the thing to balance out the school program and tie academic achievement to the extracurricular program.

¹ Bailey, Harold J., *Baird's Manual of American College Fraternities*, (Menasha, Wisconsin, Banta Publishing Company).

Clubs, activities, class projects, all studies, can be made more interesting and enjoyable, more meaningful, more valuable by the use of practical ideas.

Writing Letters to Students in Other Countries

"THE MOST INTERESTING PROJECT EVER," was the most often-heard comment of teachers and students alike when they saw the letters of high school students from foreign countries prominently displayed in a school showcase on October 24, United Nations Day.

"Did you ever see a battle between cowboys and Indians?" a little Dutch girl asked in her letter.

"It is the greatest wish of all Germans to be united again into a free country," was a statement made by a boy from the free sector of Berlin.

"Is Texas really like it was in the movie, 'Giant'?" was the interested query of an Italian boy.

"What is television like? It must be wonderful to have it in every house," was the somewhat envious comment of a girl from New Zealand.

"I am 1.68 meters tall and weigh 55 kilos," was a statement of an Austrian girl which aroused much curiosity.

"I like best, cat, of all animals," a little Japanese girl commented.

"We read of the segregation problem in Little Rock, Arkansas, and we think it appalling," said a London student who apparently has never had a segregation problem.

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"What do you think of Russia's satellite? I have seen it several times," was an excited comment of an Australian girl.

"Rock and roll was very popular but it is now being replaced by skiffel," stated an Irish lass.

These questions, observations, and comments were from a few of the one hundred thirty-five teen-age students from forty foreign countries with whom we corresponded during a project that originated in social studies classes.

This project was originally intended to be done in connection with United Nations Week, October 20 through 26. During the first days of school in September we wrote to a United Nations-sponsored organization in New York whose purpose is to spread good-will among peoples of all nations by initiating a pen-pal correspondence system.

There is no charge for the service, but the organization is financed by donations. In securing a list of addresses we indicated that we wanted the names and addresses of an equal number of boys and girls, ages 14 through 17 from as

many different countries as possible. In about two weeks time our list was compiled and sent to us and we began our correspondence the next day.

The postage rates are a little higher than domestic rates, but are still very reasonable. Air mail rates are as follows:

To Canada and Mexico 6¢ per ½ ounce

To Europe 15¢ per ½ ounce

To Asia and Africa 25¢ per ½ ounce

We mailed all of our letters Air Mail. It is cheaper to send mail by boat, but it takes much, much longer for delivery. The first reply arrived about a week and a half after it was mailed. Answers came regularly after that and we are still receiving some replies even though it has been several months since we mailed our first letters.

Since this is a class project all students agreed that the first letter received would become the property of the Social Studies department at Monterey High School. Succeeding letters would be the property of the individual students. All students were strongly encouraged to continue corresponding with their pen pals.

When we started writing the letters we asked each student to enclose some kind of souvenir that was symbolic of our American way of life. A great variety of things were sent. Among them were coins, stamps, pictures, and clippings from school and local newspapers. Each student asked his pen pal for a souvenir in return, which was symbolic of his country.

Some of the most interesting enclosures received in exchange are as follows: a Chinese coin from the Ching Dynasty minted about 1875, a Boy Scout Patch from an area in New Zealand, an Australian penny equal in size to our half dollar, postage stamps from Japan, a lapel pin with an imprint of the "Bear of Berlin" from the western sector, snapshots of holy places in the city of Jerusalem, a Christmas card from India, a movie magazine from France, a window decal from a town in Sweden, picture postcards of the Acropolis and Parthenon in Athens, a badge from a boxing club in Austria, and many personal snapshots of the writers themselves.

Most of the letters received were written in English but we did receive some letters written in Japanese, Chinese, Spanish, French, and German. This made our project more interesting. With a minimum of difficulty we found some-

one who could translate them and now we have had them all translated.

Aside from our original plan to use the letters for a display showcase in the hall of the school on United Nations Day, many more ideas have come up for use of the letters. In World History when we are studying about Europe we attach pictures, the envelope itself, and other enclosures to the bulletin board that refer to Germany, England, Spain, Ireland, Denmark, France, Italy, and other European countries.

This gives us a little closer association with the countries or regions we are studying. Later on, when we study the Far East, we shall use letters from China, Japan, Malaya, Burma, India, Pakistan, and the Philippine Islands.

Our school librarian has used these letters along with book jackets of books about the countries from which the letters came in making very effective and interesting bulletin board displays in the library. She wants to use different letters at periodic intervals throughout the school year for these displays.

We try to set aside one day every two weeks in which we spend the whole period reading and discussing these letters and passing around the souvenirs for closer inspection and perusal. The letters are especially valuable as an aid to teaching current events.

Our school newspaper featured the project with a very interesting article. As a result of this our entire school has become interested in obtaining the name and address of a foreign pen pal.

Besides showing them on United Nations Day, we used the letters in a display case in the hall in connection with our annual open house during American Education Week so the patrons of our school could see some of our project work firsthand. We intend to use them in a similar manner two or three more times during the school year.

To begin a project of this sort, we suggest that you write to "Letters Abroad," 45 East 65th Street, New York 21, New York, and ask for the same number of names and addresses as you have students. Be sure to specify the age, sex, and nationality of the persons to whom you want to write.

You will find this project fresh, new, and exciting to the students while helping to spread good-will around this world where man is trying to conquer the universe even though he has not learned to live with himself on this small globe.

Props and facilities and equipment are really important in promoting the art of drama and forensics as in other curricular and extracurricular activities.

In The Beginning There Was Arena

IN THE BEGINNING, men dressed in animal skins, and with faces painted grotesque colors, danced around fires and in religious ritual gave birth to theatre. Thousands of years later, their offspring moved in similarly enclosed areas and called it arena theatre.

Thus it was that long before the concept of fourth walls, flylofts, and prosceniums, men discovered ways of edifying and entertaining their peers. Yet today in many secondary schools this age-old theatre concept has not yet found its place.

While the literature of our field is filled with numerous articles pertaining to arena theatre, much of it seems to put the third act before the first. By this is meant that the capable writers in this area have lucidly discussed such things as the costuming, lighting, and casting of arena plays without giving due regard to the rising action of the first act—the need for and the gains to be obtained from the arena theatre.

Therefore in this article we shall direct our attention to the drama instructors in high schools and seek to present the need and arguments for the arena. The following reasons are far from being all inclusive but they may provide drama people with food for thought, which when properly cooked will make an appetizing meal for administrators who have notoriously sensitive palates.

LOCATION IS IMPORTANT

For the high schools whose proscenium theatre is a part of a multipurpose building or the afterthought of a gymnasium, the problem of rehearsal and production time is a most acute one. Contrariwise, the 1,000-seat barn-like theatre auditoriums in many secondary schools cannot help but bring directors to the mental breaking point. The conditions in both of these cases mean that it is most difficult to get adequate rehearsal time.

Competition for the use of the "theatre" is intense and often results in lingering tensions. Once in the theatre, there is a terrific pressure to get the job done and to get out. The theatre can either never be filled or runs of shows are limited to a few days. Added to all of this and most

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important of all is the damage to the student. If a student sets about to give some four to six weeks of his time to rehearse a play then he deserves the smoothest road possible.

To discover that he must move to a different rehearsal spot each night, that he will only get a few dress rehearsals on the main stage, that the run of the show will be limited and allow for only slight maturing in the part and that the sets must be rapidly put up and taken down, the student must of necessity question if the effort is worthwhile.

In a word, such random efforts will eventually and inevitably lead to low morale and little respect for theatre amongst students.

The antidote to such dislocations is the type of theatre which the student can call his own. This type of theatre would be one which is constantly available for rehearsals and in which equipment once mounted would be there to stay. A theatre in other words which would be as meaningful to the thespian as the athletic field is to the athlete.

The arena theatre, because it can be located in any large room or on the gymnasium floor, is the answer to the dilemma of space. This type of theatre is also a most flexible one. During the day it might be used as a classroom and yet would not require the moving of lighting equipment or sets. At night it becomes a theatre providing a place for constant rehearsal, a home for the student-actor and full use of the school plant. As an integral part of any school facility, the arena theatre soon takes on a character of its own and becomes a proud part of the traditional activities of any institution.

REGARDING COST

Close to the hearts of all administrators and realistic drama directors is the dollar. The administrator must save it diligently and the director must spend it carefully. In this regard the arena theatre is a good sound investment.

In terms of building alone the difference is

apparent. Any proscenium theatre will cost from \$100,000 on up while good arena theatres are available for as little as a few thousand dollars. But aside from the building costs, there are other even more persuasive factors for the establishing of an arena.

A. Study after study has shown that the average proscenium show cannot be produced for much less than two hundred dollars, excluding royalties. Normally this money will include such heavy expense items as flats and special lights to be purchased from profits. Granted these flats can be reused but this is hardly conducive to bold theatre. Needless to say the arena theatre does away with the need for flats.

Equally important, the arena theatre does not require the heavy lighting equipment demanded by the proscenium theatre. In the matter of cost of lights, a comparison might be valuable. To provide the necessary fresnels, elipsoidals, and controls for a proscenium theatre, the cost would be at least two to three thousand dollars. The lighter type of instruments needed in an arena theatre should not cost more than five hundred dollars. This is certainly a considerable savings.

B. In the overview, the lower cost of the arena theatre means that money can be expended for other important items as well as providing the director with the opportunity to experiment with lighting effects at a considerable savings.

Parenthetically it might be added that when the director has less to worry about in terms of sets and lights, he can give more time to his important work—the maturing of the play. Certainly this argument for the arena theatre should set well with an administrator who realizes that it is not only a money-saving device but also a means for better theatre and consequently better public relations.

EDUCATIONAL VALUES

Dear to the theoretical hearts of all educators are the benefits to be derived from various activities. In such activities as athletics and music theory becomes practice in terms of successive experiences that allow the students to grow constantly more proficient. Yet in theatre this is not often the case.

In a vast majority of high schools many weeks of preparation are expected to come to fruition in a one-night performance. Explanations for such conditions can often be found in the types of theatres which hold hordes of people.

The theory is that in one or two nights of pro-

duction everyone who wants to see the play will attend. Unfortunately that is rarely the case. Usually such theatre plants, too often designed by men who have heard about theatre but have never been in one, make it almost impossible for the human ear to pick up the sound because of poor acoustics.

The fact that many people might not be able to attend on those particular nights due to other engagements does not seem to be taken into consideration. Yet, aside from audience considerations, what about the student performers? Are we naïve enough to believe that in spite of many rehearsals a student will do justice to his rôle in one or two performances?

It would be a waste of time to point out to drama people that wonderful changes can take place in the student-actor who has several nights in front of an audience to mature. In essence, long rehearsals and short runs are like a play that brings its curtain down just before the climax.

COMMUNITY RELATIONS

Continuing this discussion in relations, we must bring into consideration the audience without whom there is no play. Several considerations immediately come to mind. Essentially the function of any good educational theatre is to provide the students and the general public with the kind of theatre which cannot be seen elsewhere.

Cognate to this concept is the desire also to have as many people as possible see the productions. In a real sense, the arena theatre provides the means to achieve both these ends. For classical productions the arena lends itself to simplification of large and expensive sets.

Time, effort, and money need not be spent in trying to cover a large stage with an enormous and elaborate set. Arena theatre can and should demand bold experimentation and imagination with a minimum of wasted time and headache.

In presenting such plays in the small theatre the number of performances to be given is the big question. The equation is simple—a proscenium seating five hundred for one night versus an arena seating one hundred for five nights. Taking this formula to its logical end, it is observed that good unusual theatre in the round can be played to as many people as with the proscenium theatre with a satisfied audience—the best kind of community relations.

Cognate to the audience is the ability of a theatre to whet appetites so that attendance will

be constant. While the proscenium with a fourth wall may be of interest for long periods of time, the imaginative director is always seeking other methods as well.

The arena theatre can be the refreshing type of change that is often welcomed by audiences. It allows for an intimacy that cannot be duplicated in the proscenium by allowing the audience to feel itself a part of the play. It also gives the imaginative drama director the opportunity to do one-set shows without making the audience aware that the play is set in one room.

A combination of the proscenium and arena theatre can mean a balanced season. The proscenium should be used for multiset and musical shows while the arena can be used for one-set

and intimate productions. In a word, arena can provide the seasoning that makes a theatre season most appetizing to all.

In conclusion, if drama people and administrators have qualms about the arena as a solution to many problems, let them ask themselves this one question: "How can theatre be done simply, inexpensively, and excitingly?"

Inevitably the answer must be the arena, not necessarily as a substitute for the proscenium but as an important facet of the art form of drama. In the beginning there was arena and man did laugh, cry, learn, and appreciate. These emotions have not changed with time and this age-old concept of the theatre in-the-round can be the answer for our modern needs in drama.

There are many new ideas and innovations that can be used to make the schools more meaningful, more inclusive, versatile, and valuable to present day youth.

Building a Library of Radio Programs on Tape

ONCE A RADIO PROGRAM GOES "OFF THE AIR," it is usually impossible to borrow a transcription of it for use in the classroom. There are however, many programs of value that can be used in grades six through senior high school. It is possible to save these programs for future use. Saving radio programs on tape is a way of solving radio utilization problems.

What are the reasons teachers give for not using radio programs more in the classroom? Some of these may include:

1. The radio program does not come on the air at the time of day when I can use it.
2. Programs are not at the proper time of the year to fit our course of study or curriculum.
3. I can not pre-hear a radio program and would like to know what my students will listen to.
4. If I assign after-school listening, it may not be heard by all pupils.

One of the solutions to these problems is for the classroom teacher, radio chairman, or audio-visual coordinator to save valuable and useful radio programs on tape. In a short time the school or school system can have a library of important curriculum materials.

If a radio program has enough merit for use in the classroom, serious consideration should be given to making a tape recording of it. It will then be available for future use when the pro-

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gram is unavailable on radio. The tape can be easily erased if the program has limited value.

Being located in northeastern New Jersey, we are within range of two FM educational radio stations: WNYE-FM, New York City's educational station; and WBGO-FM, the educational radio station for the Newark, New Jersey schools. Both transmit a full schedule of radio programs as audio aids during the school day. There are over a hundred similar educational stations throughout the country transmitting material for classroom use.

These programs are designed to meet the curriculum needs of the cities producing them. They are not broadcast to fit the class time schedule of schools outside of their jurisdiction. However, many of the topics that are broadcast are also studied in the outside area. Making tape recordings of these programs makes them available at any time of the day or year.

The program content of these broadcasts can be used for many classes in school. Topics range from social studies material and current events and news; English and literature, science pro-

grams, music appreciation recordings, and many other school topics.

In making school-made tape recordings, it is important to use good equipment. This is not necessarily expensive. We use the Freed-Eisman "Educator" radio. It is used in many schools utilizing radio programs in the classroom. It has ample range of sound and a wide frequency response.

We also use audio tapes, which are available in a number of colors. This makes it easier to record one subject on one color tape. The radio has an outlet to permit direct recording from it into the tape recorder. Any outside noise will not reproduce on the tape.

Schools with radio and tape recorder equipment can build a library of useful programs. As any Hi-Fi enthusiast or home recording fan knows, it is legal to save radio or the sound part of television on tapes. It is not ethical for someone to sell the tapes of these programs or to charge admission to hear them.

The storage of the tape reels is no problem. They are small and compact. The tape reel is approximately the same size as a reel of 8 mm. motion picture film. Many photographic dealers have cans and containers for the home movie maker. Schools can use this equipment for permanent storage of their tapes.

Don't overlook the possibilities of making tape recordings from commercial radio stations or the audio part of television. These radio stations as well as TV use the static-free FM wavelengths which will give a better quality of recording.

With the program on tape, it is easy to edit and eliminate advertising. Thus a 29-minute program can be made into a 23-minute tape. It leaves plenty of time in the usual 40-45 minute classroom period for the teacher to introduce the program and time for follow-up activities in class—after the program has been heard.

There are many interviews and other current events and talks by national leaders on radio and television. These can be recorded and taken into the classroom. Congressional leaders and the President are heard as well as authorities in many other fields. Their remarks and views can be heard at a later time by all students, only if the time is taken to record the program on tape.

Another possibility for the radio-tape recording combination has been used. WNYE presents

a science quiz program, where students from junior or senior high schools try to answer questions on their science studies. Having the program on tape in the classroom enables the teacher to let his students hear the question and stop the recorder before the answer is given. Thus the students can answer the question and discuss it in class before the correct answer is given. This procedure would be impossible if the program were heard on the radio.

The tape recorder can be used for noontime dances that are held in the gym during inclement weather. One committee records the top ten songs from a radio program on Friday evening. During the next week, students dance to the most popular records from the tape as played through the PA system in the gym.

Schools, school systems, and county educational departments are building film libraries. Students can help in making these tapes of useful programs. These tapes can be a valuable tool in our educational program.

EDITOR'S NOTE: This article was submitted for publication in SCHOOL ACTIVITIES MAGAZINE only. No reprint or duplicating rights of this article will be granted.

Student Activities Are Varied

RALPH W. CLARK

Principal

College Training School

East Tennessee State College

Johnson City, Tennessee

Training School students of East Tennessee State College are shown in competition at the Annual Field Day. Events are scheduled for both boys and girls and are conducted at the grade levels. Excellent training is assured for the stu-



It May Be a Record

dents because of the versatile program that is offered. The Field Day events were held in the college stadium.

Many varied activities are provided for the students throughout the year including sports,

athletics, intramurals, dramatics, school publications, assembly programs, clubs, and many others. Most of the college facilities are available for use and enjoyment of the high school students. Attendance and participation are excellent.

Every phase of safety should be stressed in the offerings of the schools at all levels—to provide protection, as well as training for future welfare.

Civilian Survival in the Classroom

"SCHOOLS IN CIVIL DEFENSE" was first published in October, 1951, by the Wisconsin State Office of Civil Defense.¹ The rôle of schools in Civil Defense is so vital to the welfare of the people of our State and its political subdivisions, that the writer, as Municipal Director of Civil Defense, adapted the specific needs in consultation with his codirectors of staff and the school leaders.

The channels brought appraising accomplishments. We should remember that education is one of the symbols of hope and confidence in the future of mankind in a free world.

Schools, as community agencies, have civilian defense responsibilities both as a part of their primary function, the education of children and youth, and also as part of a related function, that of providing at all times for the safety and well-being of the young people entrusted to their care.

A protection program is therefore an essential element in the contribution of each school to civilian defense. Such a program has both administrative and instructional aspects.²

Civil Defense is self-help and mutual aid. When disaster strikes, the people who survive are those who have learned what to do and how to do it. That is the second and equally significant aspect of the school's contribution to Civil Defense in an educational program.

Ultimately, all education is directed toward helping children grow in ways of effective living—toward helping them develop the understandings and skills and outlooks that will enable them to meet the problems that confront them. Each new development in science means a modification in our ways of living.

To some appropriate degree, then, existing

HAROLD S. JENNEMAN
Director of Civil Defense
Stanley, Wisconsin

educational programs need to be extended to include the implications of living in an era of nuclear power: factual explanation of modern methods of attack, survival techniques applicable in various types of emergencies, defense systems both military and civilian, and, to complete the picture, nuclear power in the service of society. "This means that every man, woman, and child should learn self-protection measures, and every household should be prepared in basic Civil Defense techniques."³

A third aspect of the school's contribution to Civil Defense is its rôle in relation to the community as a whole—its community coordination service program. In time of disaster, the school building and its related facilities may be needed for emergency participation when it seems desirable in making or reviewing School Civil Defense plans.

SPHERES OF ACTION

There are five basic rôles for schools in Civil Defense:

1. Participation in local Civil Defense program.
2. Student safety.
3. Student training.
4. Teacher training.
5. General public education.

Each school must have its own individual plan for civilian defense. Civil Defense procedures and information will vary with the location, size, facilities, and, personnel of each school. However, Civil Defense education programs involving

¹ Schools in Civil Defense, A Plan for Wisconsin State Office of Civil Defense, Madison 2, Wisconsin, p. 2.

² Civil Defense Education, Commission on Safety Education, Washington 6, D.C., p. 10.

³ Operation Cue, FDC 1.2:Op.2/2 Washington 25, D.C. Federal Civil Defense Administration, 1955, p. 76.

several schools as a school system should be coordinated.

Schools located in heavily populated areas will be concerned with problems relating to evacuation and shelter, while schools located in rural areas may need to consider such other aspects of the program as care of evacuees.

Moreover, existing educational programs vary to such an extent that it will be necessary for each staff to consider how and when civilian defense activities may be introduced to best advantage.

For example, what instruction is best given by which department or instructor? What are the possibilities for home room activities, for school clubs, and school assemblies? Each school must have its own program. Each individual teacher, in turn, will exercise considerable initiative in determining when and how Civil Defense information may be introduced in his own classroom.

Community-wide programs of civilian survival are in various stages of development. Some communities have alerted their citizens to the need for Civilian Defense, and have developed well coordinated plans. As in my community, the school plan is an integral part of my office and of the community. Development of civilian student-parent survival plans involving educational facilities in my community include:

1. Two visits in a school season by the Director of Civil Defense to the rural schools in his community, giving spheres of training.

2. Monthly visits by the Director of Civil Defense to all city grade schools, giving spheres of training.

3. Daily instruction by the Director of Civil Defense to High School pupils, which include the following:

(1st Semester)

- A. Basic Course of Civil Defense.
- B. Fire Fighting.
- C. General principles of Civil Defense, relating to citizenship, government, etc.
- D. Biological warfare, city and farm.
- E. Chemical warfare, city and farm.
- F. Radiological warfare, city and farm.
- G. Home Sanitation.
- H. Six Steps to Survival.

(2nd Semester)

Review Civil Defense principles.

- A. First aid (American Red Cross Text).
- B. Emergency Action to Save Lives.
- C. Medical Aspects of Atomic Weapons.

Whatever the plan may be, there are certain facts to guide you. Each school system has its own plan for the improvement of instruction. Teachers should accept Civilian Defense as part of the educational system. We need to be sensitized to the needs of protecting civilization to include the skills and attitudes which are a part of good civilian survival instruction in an educational program that must be consistent.

The Bulletin Board Can Be Effective

HERMAN A. ESTRIN

Newark College of Engineering
Newark 2, New Jersey

Do you know when the French Club will meet? Did you lose a book? Do you want to buy a slide rule? When will the Glee Club give its concert? Do you know who can type a term paper?

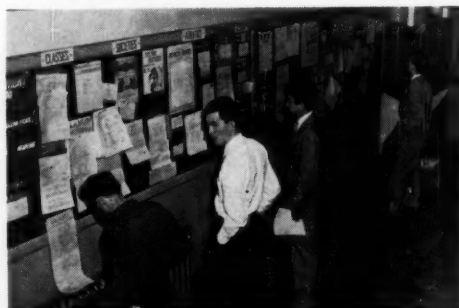
Many students will never find the answers to these questions on a bulletin board because most boards are a cluttered, jumbled mess. For the most part the bulletin board can offer the student valuable resources and information if the students have rules for a controlled bulletin board. On such board, a student may find the following announcements:

Wanted: Baby sitters are wanted for the weekend. See Miss Smith, Guidance Office.

Lost: Class ring (1957). Please return to Mary Brown, Room 15.

Found: Book entitled *Spanish Prose*. Please see Miss Jones, Principal's Office.

Meeting: Those interested in forming a soccer team please meet in the Physical Education Office on May 15 at 3:00 p.m.



Much Interest Is in Evidence

Scholarship Loans: Scholarship loans are available to needy, worthy students. See Mr. Green, Guidance Office.

Under the direction of the Student Council, a responsible person should be appointed to check the board every week and to remove the outdated cards. He should appoint a committee to execute his policy. To all clubs and organizations he should issue regulations for the bulletin board procedure. A few suggestions follow:

1. All announcements and notices will be on 3 × 5 inch cards or on 8½ × 11 inch paper. Notices on unapproved cards will be removed.

2. They should be typewritten. Typing service is available in the Principal's Office.

3. Posters will present an attractive, neat appearance.

4. Notices will concern school activities.

5. Notices pertaining to general interest, such as lost and found, for sale, and regularly scheduled club meetings, will be dated and will be posted for a period of one month.

6. Notices of social affairs will be posted not more than three weeks in advance.

7. As soon as the affair is held, the notice and backers should be removed.

8. All notices and posters should be approved before they are posted.

If the Bulletin Board Committee sees that these regulations are complied with, the bulletin board will help promote effective public relations among the students and the faculty, and will serve as an accurate disseminator of school news and information, and will help promote the extracurricular program of the school.

A plan for successfully transacting financial policies and procedures of a school's student activities is presented here with the various forms used.

Club Recordkeeping Need Not Be a Chore

HIGH SCHOOL ORGANIZATIONS can conduct their financial matters in a realistic, businesslike manner! We at Sevastopol High know this to be true.

To guide our teen-age officers in assuming their roles as club treasurers and to help them better understand the needs for an accurate, well-kept system of recordkeeping in their present and any future organizations with which they may become affiliated, we developed and adopted a financial policy which is proving far more adequate than any other we have known of or used.

Prior to this, no uniform system of recordkeeping had been established. Those students elected to the treasurer's office groaned and felt they were being imposed upon. Each treasurer struggled to keep his books to the best of his ability and, naturally, in his own manner. Confusion reigned—not only for the organization but for the faculty advisers and the office secretary as well. Treasurer's reports were often incoherent simply because the records could not be properly interpreted.

Duplication of purchases resulted when more than one student without proper authorization had placed the order. Unpaid bills frequently turned up long after a class had been graduated.

VIRGINIA RUEBEL
Sevastopol High School
Sturgeon Bay, Wisconsin

These were but a few of the awkward and certainly embarrassing situations the clubs and the school were confronted with.

With these problems in mind, our principal, one of the superior Bookkeeping I students (who was most enthusiastic about this challenge which offered him an opportunity to apply what he had learned), and the writer compiled a list of financial policies and procedures governing student finances (Illustration A). The same student then, under sponsor supervision, planned and hectographed the necessary forms.

A full explanation of the policy and the forms was made at a meeting of all treasurers. A similar meeting is called at the beginning of each new school year as soon as the organizations have completed the elections of officers. Each student is given a copy of the financial policies and procedures along with any forms needed to replenish the supplies left by his predecessor.

After the preliminary explanation, the adviser presents application problems similar to those they will have to do, such as: completing

a requisition purchase order, an order of payment, a receipt of dues, etc., and let them suggest what to do in each case.

After the correct solution has been given, the necessary form or forms are filled in, and, whenever a cashbook entry is necessary, it is recorded. Additional group meetings are held whenever the need arises. If, at any time, a treasurer encounters difficulty in understanding just what to do about a certain transaction, he confers with the adviser.

The immediate reaction of the newly-elected officers to the list is one of "I'm to remember all that? Why such a long list and so many forms? I'll never be able to do this!" However, it doesn't take long at all for them to become accustomed to doing it the *right* way. The fact that the right way is the proper procedure which a business office employs in managing its daily affairs challenges and inspires our teen-agers. Our treasurers take pride in conducting their financial transactions in a businesslike manner.

STUDENT ORGANIZATION FINANCIAL POLICIES AND PROCEDURES

The financial transactions and recordkeeping involved in the conducting of extracurricular activities provide very fine experiences for students, if these financial matters are conducted in a businesslike manner. Handling of organization funds in an unbusinesslike manner results in undesirable experiences for both students and faculty.

In order to assist students in developing sound practices in the operation of their organization treasuries, it is essential that policies and procedures in the handling of funds be outlined.

The following is a list of suggested policies and procedures to be used in the conducting of student finances:

1. All funds in excess of what is necessary for petty cash and change shall be deposited in the school activity fund.
2. Each organization shall have a cash box of approved type. It must be labeled on both ends and top with the name of the organization.
3. All cash boxes, unless in use, must be kept in the office vault.
4. Money in cash boxes must always be counted and amount indicated on a cash tally slip (Fig. 1) in the box. Signatures of those handling funds must appear on it.
5. When cash boxes are needed for a night activity, arrangements for cash box and change

must be made on the last school day preceding the event.

*6. Change for organization events will be loaned by the school office providing a signed request-for-change slip (Fig. 2) is presented.

7. Money loaned for change purposes must be repaid on first school day following event.

8. Each organization shall have a loose-leaf cashbook. Each page (Fig. 3) contains the following columns:

- a. Date
- b. Description or items
- c. Numbers (check or receipt)
- d. Cash receipts
- e. Cash payments
- f. Balance

9. Each time a deposit is made or a check drawn on the organization's account, entries must be made in the cashbook in the presence of the office secretary at the time of such transaction. Deposit receipt must be filed in collapsible file. (See point 15)

10. A receipt shall be issued by the treasurer whenever funds are received into the organization's treasury. Receipts shall be of approved duplicate or stub type.

*11. A requisition purchase order (Fig. 4) made out in duplicate shall be used for each purchase. This includes major and minor purchases, long-distance telephone calls, telegrams, etc.

*12. Checks drawn on an organization's account shall be made out upon presentation of an order of payment (Fig. 5) to the office secretary.

*13. A petty cash fund shall be maintained for minor purchases. A continuous account of this fund must be kept by means of petty cash slips (Fig. 6) which must be deposited in box whenever cash is removed.

14. All excess petty cash must be deposited in the school activity fund account at the end of the school year.

15. A collapsible file of all paid and unpaid bills and receipts shall be maintained.

16. A membership record book shall be kept.

17. All organization treasurers shall report to school office on designated days to make deposits or withdrawals and for balancing of accounts with the school's activity fund account.

18. An annual audit of organization's financial records shall be made before an annual

* Each of the above-referred-to forms is not valid unless signed by either the organization's president or treasurer and the adviser.

19. An annual financial statement shall be prepared and presented to the school office on or before the last day of school.

ILLUSTRATION A

CASH TALLY SLIP	
<i>Denominations</i>	<i>Tickets</i>
_____ \$.01	_____ @ \$ _____
_____ .05	_____ @ _____
_____ .10	_____ @ _____
_____ .25	Others _____
_____ .50	Total \$ _____
_____ 1.00	
_____ 5.00	
_____ 10.00	
_____ 20.00	
_____ Checks	
_____ Total	
_____ Minus change borrowed	
_____ Net	
(Signed) _____	
Date _____	_____

FIG. 1

REQUEST FOR CHANGE

Date _____

I wish to have \$_____ in change
for _____.

Organization _____

Withdrawn by _____

Adviser _____

Office Signature _____

FIG. 2

REQUISITION PURCHASE ORDER

Sevastopol High School
Route 2
Sturgeon Bay, Wisconsin

Date: _____ Order No. _____

Order from: _____

Quantity	Description	Amount

Date wanted: _____

Organization _____

President or Treasurer _____

Adviser _____

Fig. 4

PETTY CASH VOUCHER

No. _____ Date _____ 19____

Amount _____

Paid to _____

For _____

Organization _____

President or treasurer _____

Adviser _____

FIG. 6

(Name of Organization) CASHBOOK For school year 1957-1958						
Date	Description	No.	Receipts	Payments	Balance	

FIG. 3

ORDER OF PAYMENT	
Order of Payment No. Date 19 To For Amount \$	No. Date 19 Please issue a check for the amount of \$ to for Organization President or treasurer Adviser

FIG. 5

Hobby Club Includes Model-Building

JACK BESSER
President, Monogram Models, Inc.
75 E. Wacker Drive
Chicago 1, Illinois

Every teacher has seen the pride a teen-age boy takes in displaying a model plane he made himself. Now many teachers are recognizing the value of model-building as a teaching aid.

Model-building is more than just fun. Whether encouraged as an extracurricular activity or actually carried on in the classroom, the hobby can:

1. Develop the ability to follow written directions.
2. Encourage good work habits.
3. Stimulate curiosity in fields as far apart as history, geography, and science.

Once considered a hobby only for those willing to labor with delicate patience over a confusing array of tiny balsa parts, model-building today can be enjoyed by all age groups. Modern model kits are, primarily, plastic and of varying degrees of complexity in order to offer just the right degree of challenge for the beginner or the experienced hobbyist.

A psychologist's study of model-building points out its educational values. The study was made by Peter E. Siegle, of the University of Chicago, for Monogram Models, Inc., a leading manufacturer of model kits.

Siegle's report said that the "controlled crea-

tivity" provided by a succession of increasingly harder tasks promotes habits of good workmanship and lengthens the student's attention span.

With each model there is enough challenge to stimulate interest without danger of frustration. As a result, the model-builder follows through each task to completion. At the same time, he learns the necessity for following directions carefully.

The Monogram study points out that a young model-builder sees himself in the cockpit of the plane, at the wheel of the automobile, or at the tiller of the boat he assembles. Properly channeled, his imagination will lead him into many fields: engineering, history, geography, mathematics, science.

Putting together a model of the Ford Trimotor "Tin Goose" in which Admiral Byrd flew over the South Pole is only a step away from the polar expeditions of the International Geophysical Year. The student who has assembled an authentic miniature of a jet plane is on his way toward an understanding of the principles behind jet propulsion.

Building scale models of ships and relating them to the actual dimensions of the original brings mathematics into the picture.

The imaginative teacher of nearly any subject can work appropriate models into the study program by exhibiting them in the classroom and using them as the starting point for research projects and oral and written reports.

Model-building can play an important part in any school's extracurricular activities. Most obviously, the Hobby Club will include model-building in its activities. The Science Club may build models of ships, planes, and automotive

vehicles to illustrate the subjects under discussion. Even the Home Decoration Club can use models, incorporating them in plans for recreation rooms or children's bedrooms.

To the teen-ager, model-building is fun. But

the hobby can lead to the development of new interests and aptitudes. It can help the student relate the formal learning of the classroom to "real" life. And it can be a lesson in care and diligence.

The success of the Student Cooperative Association in the school depends a great deal upon the efficiency of the regular home room and class organization.

Room Organization Is Paramount

THE VALUE OF AN ORGANIZATION is judged by the degree to which it achieves the goals which it has set for itself. The best organized club or unit does not operate efficiently without the aid and cooperation of each member of the group. So it is with Student Cooperative Association.

This organization can serve its purpose only to the degree that its members share in planning the work and are given the opportunity actually and personally to participate in developing the program. A truly effective S.C.A. program can be accomplished only in the school where each teacher sees and accepts personal responsibility for the continuance of the work.

The total program must be backed and carried to completion and success by each teacher and each pupil. By what means can this be achieved? Through the *classroom*!

At one of the first meetings held in our school when I came to teach in Fairfax County, our principal, in giving us an over-all view of the curriculum of the elementary school, described the social studies program as the hub of a wheel around which all other studies revolved.

We can use this same illustration for the S.C.A. It is the hub of the school organization under whose guidance come all other organizations. Where there is lack of cooperation on the part of either the hub or the spokes, the wheel fails to operate normally as a unit. Therefore, good class organization is necessary to a successful Student Cooperative Association.

In our school, as I presume, in many others, class organization is practiced in all grades even with the first. Of course, everything is on the level of that age child. In the primary grades the duties are changed weekly. In the upper grades the class meetings are held at regular times usually

MARGARET MARSHALL

S.C.A. Sponsor

Forestville Elementary School

Fairfax County, Virginia

on Monday to plan the week's work, or on Friday to evaluate and plan for the following week.

Problems pertaining to the individual classroom and to the entire school are discussed and worked on. Approximately fifteen or twenty minutes of the cultural period are used for the meeting. Programs which grow out of their work or are in keeping with the different holidays are given several times a year. The time spent in preparation for these programs is very short and usually the preparation is done in cultural period.

How then, can classroom organization relate to the S.C.A.? How can it be meaningful to children?

Certainly careful planning and thought go into the choice of candidates for the officers of the S.C.A. But the ground work is laid in the classroom. The practice is there and the test is made when the leading organization of the school chooses its officers. If the training has been good and complete, wise choices will be made. In my experience, children consistently make good choices.

The president of the home room or other student elected by the room for that responsibility should serve as home room representative on the S.C.A. Council. A council is efficient only as its representatives carry back their ideas and successfully put them into operation in their respective rooms. He carries back to his roommates the decisions, suggestions, and plans of the council, and it is his responsibility to so present them to his classmates that they make them theirs and set to work on them.

A council may work hard, plan very carefully, present their project to the S.C.A. during the business session of the regular meeting, but, unless it becomes an activity undertaken by the individuals in the classroom, it is not a success. Thus the council must be backed by the room representatives who in turn, are backed by the members of their classrooms.

It is also the duty of the room representative to report to the council special problems which any student feels for the improvement or best interest of the school, should be discussed or acted upon. This person has a great responsibility. He must be a capable salesman. He must sell his ideas to both groups. This office might be well considered as important as any in the school, because the success or failure of S.C.A. depends upon him.

One time I was called to the telephone. One of my patrons said, "Mrs. Marshall, tomorrow I am made an American citizen. My son, who is under eighteen must accompany me."

I congratulated her and told her how happy we were for them.

She continued, "No one will ever know what this means to me. I am able to settle down after all my wanderings and troubles, and know that I can live here a citizen in this country where my boy, who is all I have in this world, may have an opportunity equal to that of any other boy in this country."

It behooves every one of us as sponsors of Student Cooperative Associations to do all in our power to provide those experiences which will enable our boys and girls to get along with others and work toward peace of all the world when they become the leaders of tomorrow.

What more valuable means can we use than the S.C.A. which is fed directly from the well-organized classroom?

Among The Books

BOATING—A beginning Guide, by Jim J. Allen. June, 1958. The Ronald Press Company, 15 East 26th Street, New York 10, New York. \$2.95.

"If you're a newcomer in the boating field, a little time spent in learning the essentials of boat handling and seamanship will pay you handsome dividends—especially in the form of

safer, more pleasurable outings. However, you may well ask yourself: Just how much do I need to know and how do I go about acquiring this knowledge?

"This practical guide tells you only what you must know in order to operate a boat smoothly, efficiently. These instructions cover: boating equipment and its use; simple knots and splices; propeller wash and rudder control; procedures for approaching, coming alongside, mooring, and departing; easy methods of plotting and steering a course; use of lights and warning signals; emergency operations; and safety precautions. To make the learning process as simple as possible the book is written in layman's terms and it is well illustrated.

"The author has spent much of his lifetime in and around boats. He has been a licensed operator of both steam and power-driven craft. At the present time he is a Lieutenant Commander in the U.S. Coast Guard Ready Reserve."

FUN WITH METAL WORK. By J. W. Bollinger. Copyright 1958. Cloth, 200 pp., \$4.75. Published by the Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin.

The author is an industrial education teacher in the Tulsa school system and has been contributing to the development of these skills for over 30 years in various articles and in books.

"Fun With Metal Work" is complete with drawings, instructions, and photographs for more than 100 useful decorative articles than can be made of metal. The "boy appeal" and practicality of the projects have been tested over the years in the author's shop classes. The student can exercise individuality in choice of silhouettes or he can use the designs as a starting point for his own original ideas.

Projects include: lamp designs, plaques, light switch covers, paper weights, planters, lapel pins, bracelets, ornamental house numbers of many types, Christmas tree stands, and others.

Beginning with a chapter on special information and procedure, the author covers all the special techniques that the student will encounter. These include the making of the silhouette, transferring it to the metal, making bends and scrolls, use of paints, enamels, lacquers, and bronzing powders. Choice of metals is left to the student. This book should be in the hands of hobbyists as well as instructors in shop classes, and advisers to hobby clubs.

ASSEMBLY PROGRAMS

for October

RESOURCES FOR ASSEMBLY PROGRAMS

I. Students

- A. Classes (see "Types of Programs")
- B. Clubs (see "Types of Programs")
(Note monthly feature in *SCHOOL ACTIVITIES MAGAZINE*, published by School Activities Publishing Co., 1041 New Hampshire St., Lawrence, Kansas; also note articles in *THE INSTRUCTOR* and *THE GRADE TEACHER*. The bulk of *VITALIZED ASSEMBLIES* by Nellie Zetta Thompson is devoted to "Student-Developed Assemblies.")

II. Faculty

- A. Those having unusual backgrounds
- B. Those with unusual abilities
- C. Group programs (plays, panels, music, skits)

III. Outside the school

- A. Exchange assemblies with other schools
- B. College-sponsored programs
 - 1. Faculty
 - 2. Student groups
- C. Community
 - 1. Government officials
 - 2. State Police
 - 3. Business and professional people
 - 4. Representatives of local organizations
 - 5. Residents or visitors with unusual abilities or backgrounds
- D. Audio-visual
 - 1. American Library Association, 50 E. Huron St., Chicago, Ill.
 - 2. Audio-visual center in universities of the state
 - 3. *EDUCATIONAL FILM GUIDE*, H. W. Wilson Co., 950 University Ave., New York 52
 - 4. *GUIDES TO FREE FILMS*, Educators' Progress Service, Dep't. AVG, Randolph, Wisconsin
 - 5. *A GUIDE TO FILM SERVICES OF NATIONAL ASSOCIATIONS*, Film Council of America, 600 Davis St., Evanston, Ill.
- E. Bureaus (commonly used in this area)
 - 1. Antrim Bureau, 320 Bickley Rd., Glenside, Pennsylvania
 - 2. Sorenson Lyceum Bureau, 5209 Euclid Ave., Cleveland 3, Ohio

ALBERT B. BECKER

Director, Class Project
Western Michigan University
Kalamazoo, Michigan

MARJORIE MAC CREARY

4253 Brookside Blvd.
Cleveland 11, Ohio

DONALD A. KESSLER

Business Education Department
Lewisburg Joint High School
Lewisburg, Pennsylvania

- 3. School Assembly Service, 25 E. Jackson Blvd., Suite 1323, Chicago 4, Illinois
- 4. Bureau of Lectures and Concerts, 927½ Mass. St., Lawrence, Kansas
- 5. Extension or Field Services Bureau in colleges or universities

Announcer: The sun is sinking behind the horizon, painting the sky with gorgeous shades of red. Darkness is slowly coming down. All is peaceful in the sky but below Mr. and Mrs. Addison and their two angelic children are tired and hungry. Father switches on the lights. This rouses his sleeping family.

Mother: I am glad you turned on the lights. We could have easily missed the road in this twilight.

Father: Who is driving this car, you or me?

Mother: You are, dear, but I wasn't sure that you knew it.

Father: You can drive if you think you can do any better.

Mother: Oh! Look out!

Father: Now what's the matter?

Mother: You almost hit that telephone pole.

Father: Who is driving this car?

Mother: You are, dear. There's nothing wrong with your driving.

Father: Then what are you yelling about?

Mother: Al was holding the thermos bottle upside down.

Father: This is a fine time to tell me. I was sure that I was going to hit something. I'm practically riding on the sidewalk. I'll be a nervous wreck before this trip is over.

Mother: Please watch what you are doing! You just went through a red light.

Yes,
and
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10"	2.15	2.30	2.35	2.60	5.25
20"	3.75	4.00	4.10	4.45	7.20
50"	7.10	7.15	7.80	7.90	11.50
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Father: Did the light change?

Mother: Do be careful. You just drove through a twenty-five miles an hour zone at thirty miles an hour.

Father: I think I'll get away with it unless there is a policeman behind a hedge. (Siren starts.)

Mother: Do you hear that siren? I bet the police are after you for speeding.

(Sound—siren grows louder.)

Father: Don't tell him, or shall we go to jail together?

Mother: What a relief! It was only an ambulance!

Father: Don't worry, dear. You aren't married to a convict.

Mother: I thought we could enjoy a nice slow ride, but instead you are driving like a speed demon.

Father: We aren't going fast.

Mother: How fast are we going?

Father: Thirty-five miles an hour, so you have nothing to worry about.

Mother: You should have some consideration for me. You know I get dizzy at high speeds.

Al: Hey, Dad, there's a drive-in restaurant. I am hungry and I know you are.

Mother: That's a good idea. My faintness is hunger.

Father: All right, we'll stop for a while and rest. I could use a cup of coffee.

(Sound of car slowing down. Doors closing.)

Father: This looks all right. Do you want to go in or have the meal served in the car?

Mother: Alice and I want to stretch our legs. I declare my hair looks a fright.

Father: Is this table all right? Now what would you like to eat.

Mother: What's this O-la-la?

Father: That must be Italian for spaghetti and meat balls.

Mother: Well, why don't they write it in English?

Father: We'll all have the same, if it's all right with you children?

Al: All right with me, if there's plenty of it.

Alice: Since there is no one I know here. I hate to be seen eating it. Sometimes those white worms get out of control.

Mother: Alice, don't call them worms.

Al: While we're waiting, can I go outside. There's a boy out there with a horse.

Mother: Yes, and wash your hands. You can't expect to eat with us with such dirty hands.

Al: Well, I could eat with a fork.

Father: Hurry up, Al! Don't delay us. We're still fifty miles from home.

(Sound of a door slamming.)

Al: Hello, is this your horse?
 Boy: Would I be sitting here eating a hamburger, if it weren't?
 Al: Is it easy to ride?
 Boy: Nothing to it, if you know how.
 Al: I sure would like to ride. Could I just sit on him?
 Boy: Sure. I want a piece of strawberry pie. Now come on this side. Put your foot here and throw your leg over. I'll be right back, as soon as I've eaten my pie.
 Al: Alice, look at me! Hey, you're not supposed to move. Wonder how you put on the breaks. Hey, stop running.
 (Sound of galloping horse.)
 Al: Alice! mother! father! (Repeated and slowly dies in distance.)
 Mother: I still say that it wasn't the waiter's fault if the meat balls were raw. You kept hurrying him.
 Father: A dollar is entirely too much for that mess and the coffee tasted like sawdust.
 Alice: But Dad!
 Father: Keep still Alice and finish your dinner. I'll pay the bill.
 Alice: But Dad!
 Mother: I won't keep you but a second. I must comb my hair. Come out to the car when you're finished, Alice.
 Father: Now where's Al?
 Alice: I was trying to tell you I saw him riding down the road on a horse.
 Father: A horse?
 Mother: Which way was he heading?
 Alice: East, I guess.
 Father: Well, we're going the same direction. Hurry up!
 (Sound of a car. Continue at different tempos throughout.)
 Mother: Can't you drive a little faster, dear?
 Father: You want me to go FASTER?
 Alice: I just saw Al. He's going up the hill.
 Father: And we're going down.
 Mother: I think that is a one-lane bridge.
 Father: One lane is enough for me.
 (Sound of a horn.)
 Mother: That other car will just have to wait.
 Alice: Look, Al's turned around. He's coming toward us. Hey, Al! Stop!
 Mother: Come here this second, Al.
 Father: Get off that horse.
 Alice: He went right by.
 Father: I'll turn around in this lane.
 (Sound of car turning.)
 Mother: Hurry up, dear.
 Father: I'm going sixty now.
 Alice: There's a police siren.
 (Sound of a siren and car stops.)

Father: Officer, I need your help. My son has been kidnapped.
 Mother: On a horse.
 Alice: No, the horse didn't kidnap him. Please hurry!
 (Sound of car starting and siren ahead of car.)
 Mother: Now, dear, you can go as fast as you like.
 Alice: There's the drive-in.
 Mother: I wonder why all the people are coming out.
 Father: If you insist, officer, I'll stop but I don't see my son anywhere.
 (Sound of car stopping.)
 Mother: I see Al inside the restaurant. Why would he be in there? Perhaps he's looking for us.
 Father: He's still on the horse.
 Alice: Father, Al's in the restaurant on the horse and there's a boy there feeding the horse cream pie.
 Father: Well, thank you officer. I am sure there has been some mistake.
 Mother: Let's all go in and have cream pie. I'm sure that if it's good enough for a horse, it's good enough for us.

"LET THE OFFICE PRACTICE CLASS PRESENT A SCHOOL ASSEMBLY"

No doubt most teachers have the responsibility of planning an assembly program at least once each school year. It is sometimes difficult to plan a program which is entertaining and educational at the same time. The writer was assigned a program for March, and it seemed that perhaps the underclassmen would be interested in seeing a program presented by the business education department, especially since they would soon be choosing their courses for the next school year.

The idea of an assembly program was presented to the office practice class, and each of the students seemed eager to participate. The program was planned for not more than forty-five minutes and was practiced once every two weeks during the office practice class period. Every student in the class had a part in the presentation. The entire program was built around office procedures, using various business machines, and office etiquette.

In preparation for the program, desks and chairs were arranged in a semicircle across the front of the stage in the auditorium. On the desks were placed the various typewriters, business machines, and any other equipment which was used in the program. The electric machines were so placed on the stage as to reach the nearest

electrical outlet. Desks were arranged and students seated at the desks in such a way that the audience had full view of the machine operations.

A narrator was chosen from the office practice class to direct the program, and an amplifying system used so that those in the rear of the auditorium could hear all of the program. The program which follows was that presented by the office practice class:

Narrator: The program today is presented by the office practice class of the business education department. Our first presentation is a short skit entitled "The Dotted Line" which carries a message of importance to all students.

The Scene: Any living room.

The Time: Any evening.

Characters: Daughter—Miss Rose Hunt.

Son—Miss Janet Aurand.

Father—Miss Pauline Hauck.

(Presentation of skit. The skit emphasized the importance of reading a paper before signing your name. This may be omitted or substituted for in preparing a program.)

Narrator: In our high school the business courses start in the tenth grade when the student chooses his special course. At that time he may choose either the secretarial or the clerical business sequence. The principal difference in the two sequences is that the secretarial sequence includes two years of shorthand while the clerical sequence provides for elective subjects which replace shorthand.

In the business education curriculum, the student studies typing, general business training, business arithmetic, shorthand, bookkeeping, and office practice while he is in high school. As a finishing measure for senior business students, a two-week work experience program is provided with the cooperation of various businessmen in the community.

Surveys have shown that the business graduate can obtain employment soon after graduation if that person is capable and dependable; employers have no place for the slow, irresponsible individual. We are now going to see some examples of efficiency and inefficiency in the business office.

(Have all participants seated at their respective positions before the curtain opens.) (Curtain opens.)

Narrator: First, we have Miss Millward at her desk. (Pause) (Miss Millward ambles in, looking anything but like a well-groomed secretary.) She is a person who never had any business training in her high school days. (Pause) (Desk is full of papers and Miss Millward is chewing gum or eating from a box of chocolates.)

Notice her poor posture, her unruly hair, the

position of her feet—her tired look and untidy appearance. Note also, her mouth is moving faster than her fingers. (Pause) Miss Millward is typing by the "Hunt and Peck" method, using only one or two fingers. She must watch the keyboard of her typewriter because she has not been taught the "touch" method of typing.

The typewriter that Miss Millward is using is a 1917 model because her "boss" is afraid that she would ruin a new one. See how untidy her desk looks—she could not find an important paper if she tried. This is typical of inefficiency.

Narrator: At the next desk works Miss Herman. (Pause) She is a graduate of the business education department of the Lewisburg Joint High School. (Pause) Miss Herman's feet are flat on the floor, she is sitting upright and maintains a good posture at the typewriter. She looks alive and happy because she knows her job and is doing it well.

You will note that she keeps her eyes on her notebook as she transcribes her shorthand notes, because she has been taught the "touch" method of typing. Her "boss" bought her a new 1958 electric typewriter because she appreciates her fine work and because she knows how to operate and maintain new equipment.

Narrator: At the next typewriter is Miss Rice. (Pause) She is using the "long-carriage" or statistical typewriter. This typewriter is used in offices where payroll and other multi-column sheets are typed. These sheets are too large to fit into the 11" or 13" carriage. Notice that she also keeps her eyes on her copy and maintains good posture and a neat appearance.

Narrator: Next is Miss Fisher. She is typing her employer's letters from the "Steno" dictating and transcribing machine. On the "Steno" the employer dictates his letters on a wire spool and his secretary can later transcribe by merely pushing a button to start the machine, and then control the dictation rate with the foot pedal.

Miss Fisher will now start the "Steno" so that you can hear how the dictation sounds before she inserts her earphones to begin transcribing. (Wait until the audience has listened for about a half-minute, then allow time for Miss Fisher to plug in her earphones and transcribe for the audience for a short time.)

Narrator: Miss Fisher is using one of the new electric typewriters. Notice the ease with which she types. The electric typewriter operates with just the slightest touch of the finger tips. The carriage is returned by depressing the return button on the right of the keyboard. Note also, that on the electric typewriter, the rows of keys are almost flat rather than in four tiers. An electric typewriter assures neat, legible letters with a minimum amount of labor and time.

Narrator: We will now give you a brief demonstration by several students on the various adding machines and calculators used in office practice class and which are found in many business offices. First, we have Miss Straub using the Monroe adding-listing machine and Miss Dodge using the Smith-Corona adding-listing machine.

Notice that both of these machines have paper tapes on which are listed the figures which have been added. This allows the operator to check the figures on his copy with those on the tape after an answer has been obtained.

These girls will now add several problems for you as they are dictated by Miss Minium. (At this point Miss Minium steps to the microphone and dictates two addition problems. She asks each girl for an answer to each problem.)

Narrator: The Monroe machine also has the subtraction feature which will be demonstrated also. (Miss Minium again dictates a subtraction problem and asks Miss Straub for an answer.)

Narrator: Next, we have the 10-key adding-listing machines: the Underwood electric machine, operated by Miss Diehl, and the Remington manual machine, operated by Miss Wehr. These machines perform the same processes as as do the Monroe and the Smith-Corona, except that the keyboard contains only 10 keys and these are operated by a touch method similar to touch typing.

Adding-listing machines are used primarily for addition and subtraction problems. Miss Diehl and Miss Wehr will now add a problem and subtract a problem for you, using the 10-key machines. Again, Miss Minium will dictate first an addition problem and ask for the answer, and then the subtraction problem, since both machines are equipped with the subtraction feature.)

Narrator: The third group of business machines which we use are called calculators. The calculators, as you will notice, do not have the tape as do the adding-listing machines. Calculators are best suited for multiplication and division, although addition and subtraction may also be done.

Miss Follmer and Miss Kline are using rotary-type calculators. The Friden machine is electric and is semi-automatic, while the Monroe Educator is a crank-driven machine for schoolroom use. Miss Follmer will now perform two division problems on the Friden machine.

(Miss Minium dictates first one division problem and obtains an answer from Miss Follmer, and then dictates the second problem. The action of the carriage moving on the electric machine, while completing division, is especially fascinating to the high school audience.)

Narrator: Miss Kline will multiply two problems for you on the Monroe machine. (Miss Minium dictates two multiplication problems.)

Narrator: Another type of calculator is the key-driven calculator. The machine which Miss Courter is operating is a Burroughs 5-column key-driven calculator. By simply depressing the keys, the amount is automatically registered in the dials without the operation of a crank or lever.

This machine is particularly adapted to rapid addition of two-digit numbers. Miss Courter will demonstrate the machine as Miss Minium calls a list of figures at a rapid rate. (Allow time for dictating two problems and the giving of the answers to Miss Minium.)

(Close Curtain)

(At this time quickly move to the side of the stage all machines, tables, and chairs; and prepare quickly for the next presentation.)

Narrator: And now we would like you to look in on a scene in the office of Mr. John P. Speedwell and his secretary, Miss Slowdown. (Pause while curtain opens. Mr. Speedwell and Miss Slowdown are seated at their desks apparently very busy. Mr. Speedwell calls to Miss Slowdown to come for dictation. She hurriedly gathers her notebook and pencil and goes to Mr. Speedwell and sits on his knee.)

(Mr. Speedwell dictates very fast, while Miss Slowdown is finding a clean page in her notebook and looking at her dull pencil point. When Mr. Speedwell has finished with the dictation, Miss Slowdown looks up meekly and asks, "Would you repeat everything between 'Dear Sir' and 'Yours truly'?"

Narrator: Speedwell has dictated so fast that only an expert might get his dictation. Notice how fast he spoke—and with poor enunciation. Miss Slowdown could not have taken even the slowest dictation because she was not ready. She had to find a clean page in her notebook, and her pencil point was very dull. Besides, her posi-

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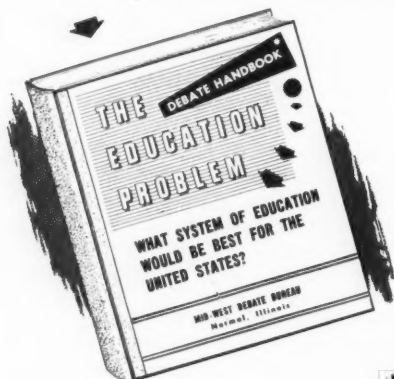
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tion was anything but comfortable for taking dictation.

(Curtain Closes)

Narrator: Let us look at the same scene after Mr. Speedwell was better informed on how to dictate, and Miss Slowdown had taken a secretarial course at Lewisburg Joint High School. (Curtain opens. Miss Slowdown is sitting at a comfortable desk and in good position with notebook ready to take dictation. Mr. Speedwell speaks clearly and dictates at a reasonable rate.)

Narrator: Notice Mr. Speedwell dictated at a reasonable rate and Miss Slowdown was ready and able to take every word without asking for a repeat. Taking dictation and transcribing accurately from the shorthand notes is an important phase of the secretarial sequence.

(Curtain Closes)

(Desks or tables which were used for the first part of the program are again arranged in center of the stage with typewriters and copy ready for typing. Students participating in this part of the program are seated at their typewriters when the curtain opens.) (Miss Minium is ready to operate a phonograph which is off to one side but which can be easily heard.)

Narrator: And now we would like to close

our program with a demonstration of typing to music at a rate of approximately 50 words a minute. As the music is playing, the students will strike a key for every beat of the metronome which is distinctly heard throughout the music.

Rhythm is an important part in developing typing speed. This record is especially designed for this purpose. The girls will now type rhythmically at 50 words a minute.

(Miss Minium starts the phonograph and students begin typing at the signal. A battery of at least six students should type in order to make the presentation impressive. Allow them to type approximately one minute before turning down the phonograph, and have the typing trail off, while the curtain is being closed.)

(The End)

Comments from students and teachers, after the program had ended, were very favorable. The program which was given could be varied and adapted to the size of an office practice class, the number of machines available, and the amount of time for the program. Many junior high school students, who were undecided as to the course they would choose upon entering high school, were seriously considering the advantages of enrolling in business education in the senior high school.

News Notes and Comments

Workshop for Cheerleaders

Tennessee's first summer workshop for cheerleaders was held on the Tennessee Tech campus, at Cookeville, during the first part of June. The staff for the short course was supplied by the National Cheerleaders Association.

Safety Booklet Is Available

"The Road Toll" is a booklet pertaining to automobile accidents. It is the travelers' book of street and highway accident data. It is well illustrated, printed in two colors, and contains many statistical charts. Nothing in the booklet is copyrighted and may be used in classes. Write to The Travelers Insurance Companies, Hartford, Conn.

Have International Conference

The Second International Cartographic Conference was held on the campus of Northwestern University during the past summer. The conference is sponsored by Rand McNally & Co. The purpose of the conference is to improve the cartographic art and to encourage the international exchange of cartographic information. Map-making authorities were present from France, Switzerland, Germany, Sweden, England, Canada, Indonesia, Spain, Poland, as well as the United States.

600 Attend Convention

Approximately 600 student delegates and 75 advisers attended the 12th Annual Maryland State Press Advisers Association Convention at the University of Maryland last spring. Of the total number of delegates, 124 were contestants in the writing tournaments, 10 were entered in the photography contest, with the remainder as delegates at large. Eighty publications consisting of newspapers, magazines and yearbooks were entered for judging by the University's School of Journalism.—The Maryland M.S.P.A.A.

Roller Skating Is Popular

The June copy of "Skating Reporter" gives accounts of skaters ranging from six months of age to 71. A thief rode off with a Denver, Colorado, 71 year old's racing bike. He immediately went out and purchased roller skates. "A fellow's

got to have some exercises," said the athletic-minded 71 year old.

Regarding Leisure

The average working man can expect 1,935 hours of leisure this year. He spends this time in a variety of ways ranging from the frittering to the fruitful. Last year 17½ million men and women concentrated on the fruitful by serving as volunteers with their towns' United Funds, Community Chests, and member social agencies.

Let's Square Dance

"Let's Square Dance," a series of six motion pictures produced by Indiana University, Bloomington, Indiana, has been completed with the addition of the last two films, "Texas Star" and "Hoosier Promenade."

Designed specifically to enable the non-expert to teach square dancing, the series gives a three-way approach. A complete kit of teaching materials, including records with and without calls, and an illustrated manual, accompanies the films to simplify teaching.

Words . . . Words . . .

How good is your pronunciation? If you can read the following vocabulary twister aloud without faltering, you might qualify as a radio announcer (It is an actual test given to announcer candidates at a New York radio station.)

"The old man, with the flaccid face and dour expression, grimaced when asked if he were conversant with zoology, mineralogy, or the culinary arts. 'Not to be scrēptive,' he said, 'I may tell you that I've given precedence to the study of generalogy. But since my father's demise, it has been my vagary to remain incognito, because of an inexplicable, lamentable, and irreparable family schism. It resulted from a heinous crime, committed at our domicile by an impious scoundrel. To err is human . . . but this affair was so greivous that only my inherent acumen and consummate tact saved me.'"—Scholastic Teacher

Need Scout Leadership

Oldest delegate to the Georgia Congress convention last year was Willis Boyd, who has eighty birthdays to his credit. Mr. Boyd, the oldest Scout

master in the nation in point of service, brought to convention delegates a special plea for more volunteers for Boy Scout work.—National Congress Bulletin

"Don't Be A Litterbug"

Litterbug Rag, a simple jingle set to the familiar "Musician's Call" was introduced at the K.A.B. Conference by the "Teen Timers" and a Dixie Jazz Combo from the Albert Leonard Junior High School, New Rochelle, New York. Created last summer for local radio recordings in connection with the Los Angeles Beautiful/Clean City campaign, the song proved so popular that it has become the basis for an unprecedented nationwide musical crusade.

K.A.B., Inc. is distributing copies of the complete bandscore (for a 43-piece band) to superintendents of public and parochial schools, and to a selected list of college music directors. Sheet music for piano, guitar, and voice will be included in K.A.B. radio and TV kits, as well as in a special K.A.B. Cub Scout Kit which was sent to 375,000 Den Mothers in January, ultimately reaching 1,500,000 Cubs. Requests for both the 43-piece band arrangements, and piano and voice version will be filled on a "first come—first served" basis. Address all inquiries to Keep America Beautiful, Inc., 99 Park Avenue, New York 16, N.Y.

How Many Miles to a Meal?

A meal in the air can carry you a long way—230 miles, to be exact. The flight kitchen of a prominent airline estimates that passengers travel approximately 25 miles while they eat the appetizer, 110 miles during the main course, 40 miles for the salad, and 55 more miles during dessert.—National Parent-Teacher

Shift of Emphasis

Many English teachers tell me that children show little interest in learning to read because they come from families in which reading is considered unimportant. Contact with the outside world for these families comes through television, radio, movies, and comic magazines.

Here, perhaps, you will find an answer to one

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of the questions: Should English teachers pay any attention to movies, television, and radio? Perhaps we should ask, "Can we afford to neglect them?" If we don't find a way to take them into the curriculum, we may find that English as a subject has become outmoded.—William D. Boutwell in *The English Journal*; Clearing House

What You Need

MUSIC STORIES APPEAR ON FILMSTRIPS

Stories which inspired composers to write some of our best loved music are delightfully told in the latest series of filmstrips, entitled **Music Stories**, produced by The Jam Handy Organization. The accompanying music of the six filmstrips in the series appeals to children and is widely used for music appreciation in classrooms. The pictures, visualizing the story backgrounds, lead to a better understanding and a deeper appreciation of the music.

Colorfully, each story is presented in harmony with the nationality and theme of the music. The imaginative character and quality of the art work, which has the European flavor of its composers, complement the stories—stories that have become beloved classics.

Music Stories include:

Peter and the Wolf **Peer Gynt**
Hansel and Gretel **The Firebird**
The Nutcracker **The Sorcerer's Apprentice**

The six filmstrips are sold in an attractive book-type box for \$27.00. Individual filmstrips are \$4.75. **Music Stories** may be purchased from The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan, or through its distributors.

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How We Do It

PROGRAM COVER VIA THE MIMEOGRAPH

The pre-adolescent student (intermediate grade level) manifests a keen interest in school activities, as well as the older student. Activities are so important that the curriculum is often designated as cocurricular, having school subjects and activities equally significant in a year's work.

Program covers for the announcement of scheduled activities should arouse student interest. Designs for them may be prepared in the art classes. A selection from several sketches inspires interest and motivates creativeness.

The characteristic of good design most emphasized has to be line. Space includes subject matter. Space and line together interpret the subject, and they please the eye with their felt relationships.

Form and dark-light or tone value combine with lines and spaces, for the dual purpose of function and design. All of these elements together contribute to good design that appeals to the sensations of students.

The copy for mimeographing is simple to pre-

pare, and the cost is small. On colored paper, a program cover becomes pleasingly effective.—Dorothy Leggitt, 617 Talcott Road, Park Ridge, Illinois

GIRL SCOUTS PROMOTE AND MAKE TRIP

In our second Girl Scout meeting of the school year, the planning committee brought in a suggested list of projects for the year's work. Among the ones chosen by the group was a tour of Washington, D.C.

Little did I think the tour would be made by the fifty-four youngsters comprising Troop Number 154. Yet I encouraged the group and asked questions about their plans, told them the value and cost of the trip. They immediately formed a committee to get permission from the principal and written permission from their parents. Surprisingly they were given permission to make the tour by the principal and their parents—if they could raise the money.

The chairman of the committee called a meeting and the members decided to take as a money raising project selling the "Parent Magazine," "The Journal and Guide" (a weekly paper), "The News and Observer" (a daily paper) and Girl Scout cookies. The cookies were made by troop members.

The troop was divided in four groups and soon each member was working hard trying to get subscribers for the papers and magazine. Interestingly enough, many of the relatives and friends became highly interested in helping certain groups. We were actually surprised to see the friendly rivalry that existed among the groups.

By the middle of April the group had raised enough money to charter a Greyhound Bus for the trip and enough money for board and lodging for two nights and three days at the Dunbar Hotel.

We were very anxious to make the tour when the cherry blossoms were in full bloom, but due to an epidemic of measles in our own school in April the trip was not made until May.

On a morning in May the fifty-four Scouts, a seventh grade co-worker, a parent, and the writer started on the tour. Our first stop was Mt. Vernon, where we visited the home of George Washington. This tour was most revealing.

Our next stop was Washington, where we visited many places of interest and educational value. Among them were the White House, the



Capitol, the Smithsonian Institution, the Bureau of Engraving, the Pentagon, the Treasury Department, the Federal Bureau of Investigation, Arlington Cemetery, some of the shopping area, and many other places of interest. We allowed the children to attend motion pictures in two of the leading theaters.

Three days later we began our journey to the "Old North State." En route home we toured the Luray Caverns.

A number of the students took pictures on the tour of the places they visited. Many of them collected pictures of various places, made sketches and drawings. One group made a pictorial map, and also wrote a description of the tour.

Under our guidance as sponsors, the material was brought together in book form. With some editorial work "Our Tour To Washington" will be published and made available to the social studies classes.

The project created a desire on the part of the parents and students to read and appreciate current news. The P.T.A. was helped through the use of the "Parent Magazine." The Scouters and the adults learned how to work together better.

The Scouts were in charge of our last P.T.A. meeting, after the short business session. They made reports on the tour, showed slides of the pictures taken, and collected (including pictures of themselves in various groups on the trip) through the use of the projector.—Mollie E. Washington, Warren County High School, Wise, North Carolina

SPONSORING A SCHOOL SAFETY PATROL

When given the assignment of describing an example of a student activity in which pupil initiative, resourcefulness, and cooperation were exhibited I immediately thought of my experience as the sponsor of a school safety patrol. I believe that here we find a great deal of all three of these qualities.

Initiative is a daily byword on the patrol. Aside from basic directions on handling the students as they come and go to school the boys must be able to meet the million and one individual circumstances that crop up from day to day. An example of heroism combined with initiative occurred in the spring of 1956.

The writer must interject that even though the occurrence is not a daily happening, he will say that if the occasion arose he is sure each boy would respond in the same manner that John Clark did on that day.

While on his corner John had just sent a group of children toward the opposite corner after making sure no traffic was evident. Suddenly,

from around another corner a speeding car, pursued by the police, bore down on the group of children in the crosswalk. John shouted a warning to clear the street. All of the children were able to get out of the crosswalk, all save one seven year old.

John saw his job and did it; he dashed out into the street and pulled the girl from the path of the car—and just in the nick of time. When asked about what he had done, John's only comment was, "I wonder what my mom will say for my tearing my trousers."

Cooperation is needed on a large scale in safety patrol work. The boys must demand the respect of their peers. To do this they become "Junior Diplomats" in handling offenders of safety rules. Teachers must cooperate and report pupils who are not being good citizens. All teachers do not appreciate interruptions of their class routine; so you can see the need for the diplomatic approach in seeking as well as exhibiting a cooperative spirit.

Finding novel or new ways to present traffic safety to the school's lower grades always found the boys using their resourcefulness to the maximum. Plays were written, traffic courts were enacted in the classrooms, trips to the corners were planned, prizes were offered to the room having the least number of offenders, posters were put about the building, and parades involving the whole community were planned.

The civic responsibility along with the individual qualities that this student activity promoted is immeasurable. Academic work usually improves in the classroom, individual self-confidence always takes a step forward. For the sponsor too, a certain amount of confidence and a great deal of pride is derived from his sponsorship of a school safety patrol.—LeRoy Bartman, Lowry High School, Dearborn, Michigan

STUDENT COUNCIL LEADERSHIP CLINIC IS VALUABLE

The student council of Camden High School sponsored a leadership clinic one evening last March. The inspiration for such an activity originated the summer before when the four student body officers for 1957-1958 attended a State Student Council workshop in Conway.

Since objectives set up by the council for the new year included promotion of leadership among the students and the teaching of parliamentary procedure, it was felt that a clinic would be an effective means toward achieving such goals.

Much time went into the planning of the clinic. First of all, the council had to know whether or not the students wanted this help. Then, should it be desired, how much time should be allotted,

what, in general, should be included, and, finally, who should be invited to participate.

For determining these points, a committee, composed of the executive council, the sponsor, and members of the faculty, prepared a questionnaire which was to be sent to all school clubs and organizations for their reactions. Tabulated results of the questionnaire showed that a clinic was definitely desired.

The clinic—the first such venture in the school—lasted for two hours; it included a 30-minute opening assembly, two 45-minute discussion sessions, and anyone interested was allowed to attend.

For the assembly, a prominent citizen of the town addressed the group of approximately 80 students on "Self-Improvement, the Common Denominator for Success." The five discussion groups, divided according to presidents, vice-presidents, secretaries, treasurers, and representatives, were led by the student body officers and a council representative. Faculty members, one for each group, served as advisers, and Future Teacher Club members acted as recorders. The F.B.L.A. Club provided all the clerical work necessary for the clinic.

An evaluation following the sessions indicated unanimous acceptance of the project. Many students recommended that the clinic be continued next year and on a much larger scale. It is quite evident that the groundwork has been completed and that many such conferences will be held in the future.—Dottie Rumph, Student Council Secretary, Camden High School, Camden, Arkansas

SELECT RALLY SQUAD ON SOUND BASIS

Cheerleaders at Roosevelt High School, Portland, Oregon, are known as the Rally Squad. Membership in this organization is a coveted honor; and many students aspire to be selected. Members of the student council, pep club, and existing rally squad members work together each year in the selection of the Rally Squad members.

Occasionally, there are questions, rumors, and hard feelings because of false information concerning the selection of finalists or other phases of the Rally elections.

The qualifications which juniors must pass follow:

Attendance—No more than one absence per grading period or four tardies per year. Any person who is habitually late or misses days from school cannot be depended upon for Rally Squad.

Grades—A 3.0 average with no fives.

Character—Any truancies or suspensions will eliminate a person. The Rally Squad represents

Roosevelt to the entire city. This representation must be the best that we have to offer.

Health—No ill person could stand the strain of the hard-working Rally.

Every junior wishing to try out for the squad submits to the sponsor a short paragraph stating why he wishes such a chance. After a list of the names has been compiled, a committee consisting of sponsor of the Rally Squad and the Rally, go through each person's attendance records. (All names are covered during this screening.) After this initial clearing-out, even the discards are reconsidered so unusual circumstances may be taken into consideration.

From the final list compiled, the girls are divided into six equal groups and alternately coached by each Rally girl. The boys are coached by the three Rally boys. After days of after-school practice, the final step, the selection of the top twelve, is taken.

Again, the selection committee meets to choose the girls and boys they feel will make the best pep leaders. The candidates are judged by posture, pep personality, and jumping ability. The circumstances of this selection are highly secretive. Each member of the committee goes into the gym—where the tryouts are held—with only a pencil—no papers. The sponsor gives everyone a list of names. The members of the committee are seated twelve feet apart from each other. After the final tryout, and the individual choices are made, votes are counted.

(NOTE: Due to rumors circulated in past years, each Rally member is to state her club affiliation, so that if any club has an apparent majority, enough persons from the Pep Club will be added to the selection committee to offset the majority.)

The votes of the committee are tabulated by an adding machine. It is interesting to note that no one person has been unanimously chosen to the top twelve girls. These twelve and the boys then perform for the assembled student body, who vote for nine. The sponsor personally collects the results from the counting rooms and compiles the final tally in the office, again. The results are never revealed to anyone, but placed in a locked file in case of future reference.

Thus a new Rally squad is chosen. Those girls who are not on the squad form Portland's best Pep Club. By way of further praise, R.H.S. has the reputation of having the best and most impartial system of Rally Squad selections in Portland. It has taken ten years to build such a reputation for the Teds. Perhaps that explains why Roosevelt's Rallies have become outstandingly good.—The Roosevelt Ranger, Roosevelt High School, Portland, Oregon

CLUB MEMBERS GET THEIR SPONSOR

Although I like children very much, I had no intention of sponsoring a teen-age group, inasmuch as my interest has always been centered around adult groups. Somehow I felt adults needed more ways of spending their leisure time by supervised means, inasmuch as numerous teen groups had already been organized in many communities. Because of this growing interest in adults I attached myself immediately to the Parent-Teacher Association in our school.

Today I sponsor a group of ninth-grade Y-Teens. Why did I decide this? I didn't. They decided for me. The former sponsor, having been granted a transfer to a senior high school, left this group without a sponsor.

Here was a very lively and alert group of teen-agers on the lookout for a sympathetic and versatile sponsor, one who possessed numerous qualities which I later learned, through them, that I had, but was unaware that I possessed.

I must admit that it was rather flattering at first to know this; also gratifying. In so many words, they captured my sympathy and willingness to give it a try. What else could I do?

Not knowing the real purpose of this organization, I relied a great deal upon former members who knew a great deal about the Y-Teen activities, but not enough about its history. We immediately started correspondence for data concerning the history of the Y-Teens. After sufficient background material had been collected, this gave the group real meaning for the successful meetings which followed.

I shall never forget our first planned skating party at the branch YWCA. There we were on a cold, snowy evening in the cloakroom removing our coats and boots when the first girl, followed by others, asked me for a loan for the rental of skates. The excuses they made were astounding, yet significant, inasmuch as skating was the only activity for the evening and I could not bear to see anyone not having a good time, especially after coming such a distance in such bleak weather.

The real showdown came when we stopped at a restaurant en route to the bus stop. Some girls had suggested that we stop in for something hot. Of course the idea appealed to me so I gave the O.K. Much to my dismay, I ended up paying for hamburgers with everything on them, soft drinks, and the like—realizing in time that I had just enough money left for a cup of black coffee and bus fare for myself.

Since this event we have had many more trips. The only regret is that our meetings can be held only twice a month, as I am then able to work with the P.T.A., as well as maintain the

interest of this group. If they wish to meet at intervals, they take the initiative of meeting by themselves after school. They can very well do this as they have written rules and regulations for holding meetings which the group president insists on seeing carried out.

On trips they require little supervision and it is for this reason that I enjoy chaperoning them.

Realizing all the shortcomings of the group, I never regret having accepted the sponsorship of it. I am aware of the inadequacies which exist among the members, yet I receive a great deal of satisfaction in working with a group who "know what they want and go out and get it."

—Nora L. Carr, 7279 Wykes Street, Detroit, Michigan

SAFETY GROUP PRESENTS ASSEMBLY PROGRAM

There had been far too many unnecessary accidents involving the youngsters attending our school. It was a growing concern of the faculty, our safety officer, and especially the parents. Last year, a group of children asked the auditorium staff if they could plan and present a safety campaign.

The students reasoned that since the weather was becoming pleasant more children than ever would forget the safety rules while going to and from school and playing after school. Of course, we were more than interested and thrilled at the fact that the children thought of this campaign and asked for our guidance.

We were pleased even more so because it indicated to us that they were also aware of the terrible safety record attained by our school. Previously, the auditorium teachers had prepared and executed the planning and presentation of such a campaign.

The boys and girls introduced their campaign with a contest for the three best safety posters submitted by any member of the student body and a safety chart to indicate the number of days our school had convened without an accident. (The police department honors each elementary school with a safety pennant to be flown beneath the American Flag when thirty or more days have been accumulated.)

Our representative from the police department was invited to participate in the program and award the prizes for the safety posters. The auditorium staff was consulted as to the use of available audio-visual materials which could be used during the campaign. They made a puppet stage and puppets from wooden boxes and grocery bags, obtained from a local grocer, during their art classes.

They read books in the library concerning the format and writing of scripts. They attended

a safety patrol meeting to seek information regarding the cause of accidents or would-be accidents reported by the patrol boys, in order to get ideas as to the type of safety rules which should be stressed.

The children composed the script during their English and free reading periods in home room. They asked the music instructor to teach one safety song to her classes which could be used during the assembly.

This group of children rehearsed their puppet show during auditorium classes until it was ready for presentation to the rest of the student body. Then, they consulted the administration and auditorium staff about the date of performance and the scheduling of classes for the assembly. They planned a schedule enabling every class to attend.

The acme of the campaign was the assembly, which was a tremendous success, enjoyed by everyone because it was planned and presented almost entirely by the children. There were moments of seriousness and comedy which delighted the entire audience. This group of youngsters showed a great deal of initiative, resourcefulness, and cooperation in planning this campaign. They utilized as many resources as possible in their school community.

It not only taught us a good lesson in safety but a strong lesson in human relations which our school needs badly. As a result of this campaign, the entire school became extremely safety-conscious, which reduced the accident rate in surrounding area by about 75 per cent.

This proved to be an important step toward enrichment and progress in our school integration and curriculum.—Helen Lothery, Angell School, Detroit, Michigan

SCHOOL CAMPS OUT FOR A WEEK

On a brittle morning in March with the child-shouting, gear-straining sounds that come only from a loaded school bus as it slowly gathers itself into motion, two such busses lumbered away from Jane Addams Junior High School in Royal Oak.

Strung out obediently behind them eight cars, similarly loaded, formed a caravan through Royal Oak and west into Oakland County. Highways became gravel roads. Roads became narrow lanes. The lanes ended on the oak-hickory brow of the Huron River at the Island Lake Group Camp near Brighton.

March, 1953, October, 1953, or February, 1954. April, or May, or November of any year since, the same scene has been repeated as the curriculum of the school became a living experience for sixty boys and girls for a week. The explana-

tion of the program which follows would fit one of those weeks or a composite of all of them, each varying according to the time of year and the planning of the particular seventh grade group involved.

Pupil-teacher planning for a project which involves living together for five days becomes an exciting and serious task, and can result in group action of a high degree of effectiveness. At the same time such planning assures each group of having a camp program that will be uniquely theirs.

"Why," a parent asks, "take a week out of school to go camping when my child goes to Scout camp all summer?" "How," another asks, "will they make up the school work that they will miss during the week at camp?" "What," says a third, "is the purpose of all this?"

Not purpose, but purposes, I say to the third parent.

Not make up the work they will miss, but take up that work in new stimulating ways and settings, to satisfy questioner number two.

It is not a week taken out of school, it is school taken out for a week, out of restricting walls and thoughts, that makes it a completely different experience from the first questioner's summer camp.

Here is how:

Community living lived. Much of the planning of the camp community with respect to learning to live together democratically went on in combined English-social studies class during the weeks preceding camp. Activity groups were formed; rules for the camp set up; cabin and kitchen duties determined and assigned; individual and group equipment and clothing planned. (How is the camp community like our city community?) (What will we experience in the state community as we live on a state recreation area and are assisted by state conservation officers?)

Then, at camp, the willingness to share duties, to follow the rules, to be tolerant of each other grows from this preplanning.

Classroom Subjects Unclassroomed. To teach arithmetic one needs a room, a chalkboard, a book. Not so at camp. Here, to learn arithmetic students operate a camp store and bank, drawing checks against their accounts to make purchases at the store. To tell our parents something about this week at camp we will need a map. So an afternoon is spent afield with student-made transit, compass, and measuring tape.

The opportunities for field work in science are limitless. Although the collections may be wilted and imperfect, because they were gathered with great climbing up trees, scrambling up banks, and wading of streams they are more valuable

than the most perfectly bottled and labled CENCO specimens. The weather station, composed of a variety of resourcefully assembled instruments, is another area of scientific undertaking.

Camp logs, letters, news reports all contribute to language and communication ease.

Evening recreation activities, mealtime songs develop from work done previously in music class.

Menus, quantities of food, recipes grow from homemaking class, and take into account such things as religious restrictions which may have been scarcely considered by many of the group in their past experiences. (Since this planning is done mainly by the girls, at the first camp undertaken, the boys, not wanting to be outdone on any planning, initiated and organized a money-raising project. With the proceeds they purchased colored movie film on which the week at camp was recorded.)

It has been five years since that initial camp program. Each camp, each year, has brought changes and improvements to increase the values attained, but probably none of the camps has brought quite the glow to students and teachers as did the first one. It was there that they discovered that as all subject areas of the curriculum are lived they are learned. As children live together they learn those things of their classmates, their teachers, and themselves. These, among other things, are not found in textbooks, even as good as they are.—Charles R. Eilber, Kimball High School, Royal Oak, Michigan

RACING CLUB CHANGES THE ATMOSPHERE

One of my most satisfying experiences in guiding a group activity happened in an elementary school. I was having a trying time with certain boys in a gym class. The difficulty was not of discipline or participation, but a lack of communication. The boys seemed to lack understanding of what were the class goals and objectives. They were antagonistic towards authority and reluctant to improve class decorum and attain standard objectives.

Some of the boys were bringing to school little racing cars using gas pellets that would force the racers to run at a rapid speed in a short time. It was the particular fad at that time and most of the boys seemed interested in these jet cars.

I thought that it might be a good idea to start a racer club to combat the nuisance of having the cars in each class; and perhaps help to establish a friendlier relationship with some of the more difficult boys.

The club was started as an after-school activity with some of the boys who expressed some interest in jet cars. About 35 boys turned up at the first

meeting, and I was pleased to observe that some of my problems were in evidence.

The club was organized along the lines of a shop class, with a foreman in charge, a checkout man, and a cleanup crew. At first we bought prefabricated models which were simple to complete and assemble. Awards were given for the fastest racers and the best examples of workmanship.

Care was taken that every boy was given some type of recognition for work accomplished. Gradually, the boys drifted over to creating their own models and copying old style cars, as interest and achievement mounted.

Although interest, enjoyment, and skills increased for the boys, my own objective was to set up a situation whereby I could communicate with the children on a friendship basis rather than on a pupil-teacher relationship.

Based on the common premise that we had like interest, the barrier between myself and the boys gradually lessened. Good work habits, pride in workmanship, meeting test schedules, working together were some of the objectives that the group attained.

Many of the good habits that rekindled in the club carried over into the regular class activities. A lessening of tension between myself and the children was quite noticeable and it again became fun to teach.—Boris Katz, 19507 Mendota Street, Detroit, Michigan

Comedy Cues

Four Seasons

In a recent science discussion in the first grade class at Hay Springs, Nebraska, weather was the topic.

The teacher asked the youngsters if there was anyone who knew we had four seasons.

One little fellow excitedly raised his hand, and gave this reply when called upon: "Duck season, rabbit season, pheasant season, and deer season."
—Education News

Natch

Small boy scowling over report card to Dad: "Naturally I seem stupid to my teacher; she's a college graduate."

The Chief Use

"Johnnie, can you tell me one of the uses of cowhide?" asked an Enid teacher.

"Yes, ma'am," the youngster replied. "It keeps the cow together."

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